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Vol. IV, No. 4

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The Value of Physical Education and Health . N. P. Neilson

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Thirty-Eighth Annual Convention

American Physical Education Association

in Joint Meeting with the

Southern District Association

Louisville, Kentucky — **April 25-29, 1933**

Announcement by S. V. Noe, Louisville Public Schools, Publicity Chairman

THERE are three excellent reasons why everyone interested in Health and Physical Education should attend the American Physical Education Association Convention in Louisville this year: (1) The splendid helpful and inspirational program; (2) The social features of the convention; (3) A spring vacation in Kentucky, a state which abounds in such scenic and historic features as Mammoth Cave, Old Kentucky Home, Cumberland Falls, Lincoln's Birthplace, Shakertown, the Palisades of the Kentucky, the Bluegrass, Harrodsburg, and others.

A host of "headliners" in these valuable fields of education are either to speak or to take part in the demonstrations and discussions. Some of them picked at random include: Dr. Williams, President of the Association; Dr. Kent, President of the University of Louisville; Dr. McVey, President of the University of Kentucky; Dean Taylor, University of Kentucky; Mabel Lee, University of Nebraska; Dr. A. G. Ireland, State Director, New Jersey; N. P. Neilson, Chief, Division of Health and Physical Education, California; Grace B. Daviess, University of Cincinnati; Mary Channing Coleman, Vice-President of the Association; Hugo Bezdek, Pennsylvania State College; Dan McGugin, Vanderbilt; C. M. Miles, State Supervisor, Florida; Marjorie Bouvé, President of the Eastern District; Dr. Charles Lambert, Columbia University; Mary K. Browne; Eline von Borries, Goucher College; Strong Hinman, President of the Mid-West District; Dr. Marvin S. Pittman, Michigan State Normal College; George Little, Rutgers, President of College Physical Education Association; Dr. LeRoy W. Hubbard, Director of Extension, Georgia Warm Springs Foundation; Paul R. Washke, President of the Northwest District, and many others.

The Panel Discussion with Dr. Williams presiding should prove of great value. Questions handed to the chairman will be discussed by members of the Panel, who will speak voluntarily. The Panel is as follows: Professor C. L. Brownell, Columbia University; Mr. Avery Brundage, President of the A.A.U.; Dr. W. H. Burdick, State Supervisor, Maryland; Professor Mabel Lee, University of Nebraska; Dr. Gertrude E. Moulton, Oberlin College; Professor Jay B. Nash, New York University; Miss Hazel Rex, Toledo Schools; Professor Harry A. Scott, The Rice Institute; Miss Josephine L. Rathbone, Columbia University; Mr. A. W. Thompson, State Supervisor, Michigan; Professor Agnes R. Wayman, Barnard College.

The Research, Teacher-Training, Dance, Recreation, Men's Athletic, Women's Athletic, and other Sections have arranged for excellent meetings and discussions.

The Consultation Hour arranged for Thursday should be beneficial. Delegates wishing to consult with other leaders in the field will find these persons available for discussion of such problems as Administration of Athletics, Problems in the High School Field, Problems in the Elementary School Field, Health Education, Problems in Correction, Problems in Play and Recreation.

The social features of the Convention include: Visits to schools, colleges, and other educational institutions in and around Louisville; Reception; President's Breakfast; Women's Division of the N.A.A.F. Breakfast; State, School, and Phi Epsilon Kappa Luncheons; Banquet; Dancing; famed Kentucky Burgoo; Convention Luncheon; and doubtless many informal "get-togethers."

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The Case for Physical Education

By

C. H. McCLOY, Ph.D.

Professor of Physical Education, State University of Iowa

IN THESE sober days when all conscientious stewards of public funds are carefully studying that for which they are asked to expend some part of the tax income, many of those educators held to possess expert knowledge in some field have been requested to appear before school administrators and boards of education to discuss their special phase of education. The material which I have prepared is planned with this purpose in mind. At the Editor's request, I am going to discuss with you something of the newer thinking and procedure in physical education.

I believe that I can make my topic clearer if I tell something of the beginnings of physical education in this country. Physical education was little known in the schools of the United States, even by name, until well after the Civil War. This was then a pioneer country with few large cities and the need had not made itself manifest except in the larger centers. Children had to work at home, do chores, chop wood, and carry water. There were ample play spaces in the villages and towns, and even in most of the larger cities. Less was known of disease and ill health—except that they were widespread!—and owing to the prevalence of handicraft methods and of manual labor rather than machine production there was little adult leisure for which to prepare the school child.

With the development of the city and the coming of the factory, together with electricity, automobiles, telephones, and other time and labor savers, the inhabitants of our country, young and old, were projected out of the more primitive environment in which their ancestors had developed their bodies into one of which the characteristics were speed, intensity, emotional strain, and relatively little muscular effort.

To meet this change educators quickly saw that it was necessary to supply a program of physical activities and they turned to Europe for a ready-made program. They imported German and Swedish systems of physical education mixed with some British-born games. Each of these systems—like all good systems—had been created to meet a specific need in the country of its birth; but these needs were not the same as those of America, for they were associated with the social, military, and political conditions and traditions of Europe which were quite different from what they were and are in America.

In the last two decades a new movement in physical education in the United States has gradually gathered force. It began as an effort to discover the physical education needs of American school children rather than to change and readapt the older European systems, and then went on to attempt to supply those needs scientifically. It is of this movement that I would speak to you.

Physical Education as a Part of Education

The physical education of today is not a thing apart, an exercise or education just of the physical body. It is simply one phase of the education of the whole child, making its approach from one aspect of his interests and his activities. Some forms of education function more effectively when approached from one angle and others when approached from another. Chemistry is taught best in the classroom and the laboratory. Swimming is best learned in the water. Physical courage and many forms of quick and adaptive thinking are best learned in the gymnasium and on the athletic field. Each of these learnings, however, affects the behavior, the usefulness, and the culture of the individuals taught. So *physical* education is simply a part of the whole system of education and is taught in appropriate places under the most effective conditions.

In addition to being a part of education, it must be educational as well. By this apparent tautology I mean that it must specifically seek to accomplish *definite, purposeful ends*; it must be related to its objectives.

Physical Education as Laboratory Education

Perhaps I can make this educational aspect of physical education somewhat clearer by analogy. All educators today are convinced of the efficacy of well organized laboratory education. Because of the associations of this word with specific subjects most of us think of laboratory work as being related primarily to chemistry, physics, and the biological sciences. Laboratory work, however, is simply learning by doing, and profiting by the ensuing experiences. When we studied arithmetic in the elementary grades the hundreds of problems we solved were in reality laboratory work. We learned handwriting by the laboratory method of writing and rewriting. We learned to read by reading over and over again, not by being lectured to about reading. One who in his higher education masters a foreign language does so not by being *persuaded* to master it, but by engaging in the study of it and by countless hours of laboratory work.

Physical education is also a type of laboratory work designed to cause the student to react to many and varied situations in the gymnasium, on the athletic field, and in the swimming pool in such ways as to produce desirable changes in his behavior and the character behind it. His response to these situations provides him with a training in attitudes and in conduct and in the acquisition of certain aspects of culture associated with the use of leisure time and with adequate physical expression; he is enabled to express himself decisively, to display initiative, physical courage, and perseverance. He is encouraged to partici-

pate in physical activities in such a way as gradually to develop self-confidence, self-reliance, and a better morale. He is trained to be cool-headed and to control his temper, to cooperate with his fellow students, and to be loyal to his team and his school; to be magnanimous, to respect the rules, to play fairly, to be thorough and dependable—to be, in other words, a good sportsman. I do not mean, of course, that this type of laboratory work will of itself inevitably produce this kind of habitual behavior, but that the laboratory *situation* is provided which is the best for directing the education toward these ends. Of this I shall say more later.

Determining the Content of the Program

It would be hopeless to attempt, in the time we have, to outline all of the content of a modern program, but I can indicate a few of the elements that determine it, and I feel this to be of sufficient importance to justify the time it will take. Man's behavior through the ages has been largely in response to certain urges and innate tendencies within him; these were not simply motor but were emotional, mental, and social as well. The people of our race in their development thought and felt and did things together. Life was made up of action. In ancient times there was much hunting, fighting, doing of stunts, trials of strength—all forms of competition. It is, therefore, natural to compete, particularly in those racial activities that involve running and throwing, jumping and striking, pursuing and dodging, swinging and climbing—and from the day of the first man there has been the lure of adventure. It is natural to be self-assertive and aggressive toward those of lesser powers; some of this is good for one, but when it is carried to the extent of "bullying," then it must be redirected; this redirection is necessary with many of the cruder and more primitive tendencies. It is natural also and increasingly necessary that man be social. We merge in groups, desire group approval, tend to be loyal to our own groups, to cooperate with them and to do the things the groups do. To be too different is to court group disapproval—with all of the emotional trauma that this involves.

One could discuss these phases of man's nature for hours, but I think I have made my point; namely, that many of these *natural tendencies,* that have for thousands of centuries been so closely allied to man's physical, mental, emotional, and social evolution have, to far too great an extent, been divorced from their normal environmental stimuli and our children are confronted with a relatively sterilized environment that is essentially adult and mature and unnatural and largely lacking in the elements that are most effective educationally, for the development of the innate powers of the growing child. Some phases of education must furnish the more natural laboratory situations and safeguard them in such ways as to avoid the development of uncivilized attitudes, habits, and behavior. I believe the leading thinkers in physical education are agreed that *the backbone of the program must be those activities that are essentially made up of these racial activities organized and integrated into interesting gymnastics, games, and athletic sports.* There will be, of course, some of the corrective exercises that are not of this type. These are, however, the therapeutics of physical education and should be used only upon those who need them.

It should go without saying that the organization and administration of the program should be of such a nature as to emphasize primarily activities and skills that are relevant to the objectives sought. Skills seem to me to be very important, but they are to be thought of not as ends in themselves, except perchance in the program of recreation, but as a means to other educational ends. One does not experience great thrills of satisfaction from a poor or mediocre performance. Just as one can gain little cultural appreciation from reading French or German unless the language has been mastered to where one *feels* the flavor of the words and grasps the genius of the writer, so in physical education skills must be mastered to the point where in these and subsequent situations the pupil may perform with such joy and satisfaction as to get from the activity its maximum educational effect.

This educational program should be built up from the earlier grades and not just left to the high school. May I go on record as opposing the current practice of depending upon relatively untrained teachers for the physical education below the junior high school. What results is all too frequently six years of incorrectly taught skills, of uninteresting programs, and of concomitant learnings that may take five years of high school to undo. I even question the wisdom of training women teachers of the grades only in the techniques used by girls alone. The boy arriving at the junior high school has frequently been badly taught, so far as boy techniques are concerned. The content of the program should be graded and adapted to the sex, age, size, ability, and experience of the pupil, but this grading and adapting should be not only in the mechanical skills but in the psychological adaptation to the developing urges and interests of the pupil and to his progressive maturation. The skills themselves should be graded in order of difficulty; but more important than the manual skills is the development of the pupil's ability to plan and project activities and programs that are significant to him, to accept an ever-increasing responsibility, and to assume a greater amount of initiative and leadership.

In the planning and organizing of the program, modern physical education emphasizes the importance of individual differences. The measurement movement in physical education has recently made great strides. We now have motor quotients that correspond to intelligence quotients and we have many excellent measures of achievement. The modern teacher is measuring his pupils' capacities and abilities and is then adapting his program to the individual rather than to the average.

Two Opportunities for Physical Education

It seems to me that the physical education of today is facing two outstanding opportunities both of which can be met—and in some places are being met—but only if educational administrators demand adequately prepared teachers.

I. **Physical and Mental Health.**—The first of these opportunities is that of definitely improving the physical and mental health of the pupils. Since I am discussing primarily physical education, its program and its effects, I

shall omit commenting upon the health program, such as the health examination, the medical health service, and the program of health instruction. It is not that these factors are unimportant or are outside the area of interest of the physical educator, but that I wish to conserve time and to discuss primarily the health effects of the program of physical activities as such.

This program is, of course, very definitely related to the development of physical health. If I were challenged to produce the scientific evidence I should have to tell you that it is controversial and that the best of the evidence is largely subjective. There is, however, ample experiential evidence to prove that boys and girls and men and women who exercise moderately and consistently, and not too much, really develop a greater reserve and enjoy better bodily health. The individual who builds up a greater resistance to fatigue comes to the end of the day and the end of the week much less exhausted and much less susceptible to the type of infection that fastens upon the fatigued person, and this increased endurance results in an ability to maintain a higher standard of work for a longer period of time. He who *trains* his heart—and, as you know, the heart is simply a muscle like the arm and is trained and developed by proper exercise—builds up a reserve against emergencies, whether of physical effort or severe infection.

The relation of physical education to the program of mental health is more difficult to discuss and is more intangible. It is that which we speak of as being connected with the hygiene of, primarily, the emotional life. The "civilized" environment, particularly during the ages after school days, is full of stresses and conflicts. The fear of loss of job, the fear or the reality of social disapproval, maladjustments in the relationships between the sexes, and many other things in life produce conflicts. Physical education, and most of the regular school education for that matter, can do relatively little for these maladjustments once they have become such. Prevention in this field is more important than cure. Sound prevention lies along the line of the normal, as-natural-as-possible release of the emotional impulses and cravings of the growing and developing individual, and the building up of a stability of educated emotions by methods which I have briefly indicated above. It is this cultivated *stability* which provides the base for the *resistance* to the strains of life's conflicting urges and situations of which I have spoken before. In the schools we need primarily to build up the resistance.

I cannot give much time to this phase of the discussion but let me indicate a few lines of approach from physical education. In pioneer times even the relatively unstable did some things well; and frequently, sufficiently removed from others so that the stresses which might break him down today did not affect him greatly, he functioned well and happily. Today the competition of the school, the job, of society in general, frequently makes such a person feel an inadequacy and an inferiority. Physical education supplies much of the means for integrating these individuals with *group* action of a healthful rather than a harmful type. Even if he is backward in his studies and if he is the poorest player on his intramural basketball team, occasionally "our" team wins! He is a part of an occasionally victorious group. The modern physical educator uses many devices that build a feeling of group unity, that recognize the contribution of the most humble member of the group, and that give a feeling of positive achievement and success—even though sometimes it be vicarious. To these ends, opportunities must be provided for a participation in activities which will afford positive, *personal* success. This may be in the competing against *standards* rather than against other pupils. The content material of physical education today is so varied and adaptable that it is not difficult to select teaching material of such a nature as to provide personal successes for every pupil.

The point I should like to stress is that, first, adequate adjustments to reality must be made; second, where it is not feasible or possible to adjust as one would wish, some substitution must be made that will compensate rationally and in a wholesome manner. The answer to such conflicts is not *escape,* but *adjustment,* and such adjustment is usually best accomplished by changing the mind-set and substituting some other approved and wholesome activity or desire for the unattainable one. Physical education has much to offer in this field, especially in the school years. Sometimes the wise educator plans to "substitute" *before* the issue or conflict has become manifest. This process of *avoiding* maladjustments is infinitely superior to cures, made after the damage has been done. May I point out at this point the need for an adequate measurement program which will give the educator more specific information about the pupil plus a scheme of studying this information and interpreting it to the end that the educational service to the pupil may follow the wisest possible course.

Another aspect of this problem is that man craves an adequate expression of his emotions. It is a frequent failing of each specialist to feel that this must be through his own specialty. Thus the English teacher often feels that literature is the only medium of expression. The musician, the artist, the dramatist, each feels, in turn, that *his* art is the most important. The ancient Greeks were wiser in some ways, I think, than we are today. They classed all education into what we are pleased to call music and gymnastics, but this "music" (ωονδική) really was composed of music, drama, dancing, literature, and all of learning and art that expressed the emotions of men; and most important of all they were not separated into water-tight compartments but were integrated. The expression of the soul was held to be of more importance than the technique of the art. We *should* have expression through literature, through music, through art, through drama—and all of them combined and integrated for the education of the child. In many of the well-planned physical education programs today, many of these means of expression are integrated and combined by the teachers of the various specialties into pageants, simple but vigorous dramas, dance recitals, and other types of activities which might well be classed under any one of several departments.

But there is also another type of expression that is found in physical competition; the desire for mastery, for self-assertion, the desire to loyally cooperate with others of one's own group, to express one's ego in leading others, in adventuring, in sheer physical striving, in feeling physi-

cally adequate, and in the joyous perfection of movement. One sees this in the carefree dancing of the self-forgetful girl, in the joy of achievement in making a perfect smash in tennis, the making of a tackle in football, or the execution of a graceful dive. May I point out the fact that these physical cravings are as deeply rooted in human nature and are more closely connected with those age-old urges which made for survival than are those of the more cultivated esthetics.

Again at this point individual differences must come into the picture. These relatively physical things are of as much or more importance *to many of the less esthetically endowed* as are literature, art, or music. And I think it probable that there are more persons who feel deeply the competitive and more "physical" urges than there are, under our present educational systems, who entertain the more highly cultivated appreciations. The point is that there should be programs planned throughout the school that will offer outlets to *all* of the child, and *to all children,* and that will prevent as much as possible the suppressions and repressions and thwartings that produce spiritual conflicts, that lower resistance to the increasingly unnatural, ever pressing strains of today, and which later lead to those mental and emotional breaks that are such a serious menace to our national stability.

To show that this is not simply knocking down a straw man, may I cite a few figures. In 1890 there were in all of our hospitals for mental diseases, 74,000 people. Today this is well over 300,000—nearly one-third as many as throng our colleges. There are almost half as many patients entering these hospitals every year as there are students entering the colleges. Part of this increase is of course due to better hospitalization. These are not all, however, for no count is made of those treated by private physicians and of those not treated at all. There are in all probability more definitely psychopathic persons in the United States today than comprise the total population of the colleges, and this number is increasing.

At least half of the maladjustments manifest themselves in the period from twenty-five to forty-five years of age—the age of economic and social stress. The strengthening and stabilizing of the spiritual side of the lives of children is the most important aspect of the prevention of these adult conditions and, in my opinion, in this prevention physical education stands out as one of the most important elements in early life. First, it is about the only element in education left of the type that develops and permits expression to those original racial tendencies developed in the evolution of the race. Second, these physical educational activities and situations are very real to the child, and facing reality, where is is possible, is the cornerstone of the educational process of developing mental and emotional stability, particularly in childhood. Third, they offer a wholesome release of the emotions; and, fourth, they prepare for one form—a very important form —of recreational leisure-time expression in adult life—again the sort of thing that offers periodic opportunity for personal expression and an avenue for avoiding many of the conflicts with more serious environment. And may I point out that much more leisure is in prospect in the next half century and that this presents a very serious problem to all of education.

II. Physical Education as a Fundamental in Character Education.—The second of the two opportunities which I mentioned before is that of providing a program of physical education of such a type as will be adapted to laying a base for an effective character education. In this use of the word "character" I do not mean merely morals, but that interweaving and integration of all relevant learnings and habits which are the bases of socialized behavior. These learnings are built by experience, and physical education is a type of education that in the school age, particularly of junior high school and below, presents "real" experiences. By this I mean that they are real to the child. When the teacher of civics teaches of the duty of the citizen to vote, this "duty" is, on the whole, a relatively abstract concept, and its reality is not experienced for some years to come. When one boy trips another in a basketball game there is nothing abstract about it. It is a definite, concrete situation and meaningful not only to the two boys concerned but to all of both groups. All the activities of physical education from the simpler running games and games of tag up to the most fiercely fought contests or the most beautiful interpretative dancing are things of reality to the pupil; this is the type of thing Kilpatrick meant when he said that education *is* life.

This type of learning which we have associated with character follows a certain pattern. The child first learns a *concept*. Such a term as "team work," for example, is to a child who has never heard it before merely another new noise; and he learns its meaning as he learned the meaning of all relatively generalized words, by meeting situations—many different situations—involving team work and having them all associated with that word.

If this type of behavior is to become a habit he must develop the emotional urge to conform to that pattern of behavior. He must *want* to be that way and to do that sort of thing; in this laboratory learning your physical educator not only skillfully builds his situations to develop these concepts and to motivate them but he carefully manipulates the learning procedure so that it is easier to form the habit than not to do so. These learnings formed are, of course, first confined to the sphere of physical education situations. If we would cause these habits and learnings to transfer to larger spheres of usefulness and influence, another step must be taken. The whole school staff, and not just the staff in physical education, must cooperate. These words and concepts learned must be enlarged to embrace other ideas of life. This the physical educator cannot do alone. But physical education functions as an important layer of foundations; it gives this laboratory training in situations that are very real and vital to the child, and builds the base from which the various groups of educators can proceed.

Measurement in this field of character development within the physical education program is indeed important; even though the ratings used be lacking in full accuracy yet they attract the attention of the teacher to each individual and cause the teacher to focus on the pupil's needs

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Girl Scouting and the New Physical Education

By

JOSEPHINE SCHAIN

National Director, Girl Scouts, Inc.

The eleventh of a series of articles explaining the origin, purpose, and program of national organizations in the fields of health, physical education, and recreation.

THE NEW physical education, as set forth by its leading exponents, aims at far more than physical development and efficient bodily control and functioning. It provides, says Professor Agnes Wayman of Barnard College, "a mental, moral, and social education by means of physical tools." It emphasizes health, the wise and happy uses of leisure time, the participation of every boy and girl in activities and sports suited to their years, with constant attention to individual needs and interests, the social value of group games and other cooperative undertakings. It makes much of games, folk dancing, hiking, and camping, and less and less of formal gymnastic exercises, except when prescribed as corrective measures. It levies upon the resources of modern education, psychology, and mental hygiene, and has become truly a mode of education rather than a mode of bodily training.

In an article on "What Vassar Means by Physical Education," describing the plans for the new Hall of Physical Education which, with its adjoining playing fields, takes the place of the old college gymnasium, Professor Alice Belding says: "Physical education at Vassar has two aspects, the individual and the social . . . . The aim is to help the student to understand herself, her abilities and her needs, and then to assist her to evaluate, select, and direct her own activities accordingly . . . . Then there is . . . . what is done for the social adjustment of the individual. What the department actually does . . . . is to provide so great a variety of sports and games that the student will surely find some form of group activity she thoroughly enjoys. The department is interested in games for two main reasons. First, the player in a game immediately becomes an indispensable member of a group . . . For many individuals this feeling of *belonging* is a vital need. Here we touch directly the fundamental principle in mental hygiene. And secondly, the game provides a group within which the student learns cooperation, sportsmanship, and other forms of social control. She undergoes an intense, practical experience in getting on fairly and happily with other people, which after all is a primary objective of education."

Off for a day's hike

Relations of the most friendly kind have existed for many years between the Girl Scout movement and the leaders in physical education, and Girl Scouting has profited in many ways from the expert advice of these leaders. The Girl Scouts have adopted from the first the standards of the Women's Division of the American Physical Education Association. They have repeatedly sought the help of the American Child Health Association and the American Red Cross. They were represented on the President's Conference on Child Welfare. They cooperate closely with the National Recreation Association. They have talked over their programs and problems with such people as Doctors Thomas D. Wood and Jesse Feiring Williams of Columbia University; Professor Agnes Wayman of Barnard College; Miss Marjorie Bouvé of the Bouvé-Boston School of Physical Education; and Miss Marjorie Camp of Iowa State University.

A number of young women trained in modern physical education have served and are serving in various capacities on the Girl Scout national staff. Others hold local Girl Scout posts. And every year a substantial number of students and teachers of physical education attend Girl Scout training schools and courses for leaders, and act as counselors in Girl Scout camps and as leaders of Girl Scout troops.

But perhaps the most extensive cooperation between the Girl Scouts and the field of physical education came about through the 5-year experimental project of training courses for potential Girl Scout leaders in universities, colleges, teachers colleges, and other professional

Girl Scouts make their own archery equipment

schools with women students, which was financed from 1922 to 1927 by the Laura Spelman Rockefeller Memorial. During these years, 295 courses were given in 155 institutions throughout the country, with a total of some 10,000 students. Since then, similar courses have been given in somewhat reduced numbers.

In 65 of the 155 institutions, the Girl Scout course was definitely sponsored by the department of physical education; in 14 others, it was sponsored jointly by physical education and some other department, usually education or sociology; in 2 it was sponsored by the women's outing clubs and the women's athletic association respectively. Of the 92 courses receiving academic credit, whole or partial, 23 received credit in physical education.

Two courses which are of special interest to students of physical education are offered by the Girl Scouts to colleges and higher institutions of learning. The subject matter of these courses is drawn from twenty-one years of Girl Scout experience in recreation and camping activities for girls. The course in Recreational Leadership Through Girl Scouting is a brief survey of the Girl Scout Program with practical demonstration of its key activities from the point of view of leadership. The Camp Counselors' Training Course offers practical training in attitudes and activities of Camp Counselors.

IN SPITE of the large common ground, however, there are certain important differences between physical education as practiced in schools and colleges and physical education as practiced in Girl Scout troops and camps.

In the first place, Girl Scouts have less time at their disposal. A Girl Scout troop meets only once a week for two hours at most. Girl Scouts attend camp for periods ranging from a week to two months, but engage in a variety of activities, many of them unrelated to physical education, although health standards and health ideals govern them all.

Second, since Girl Scouting is so largely a volunteer movement, few troop leaders and only a certain proportion of camp counselors have received professional training in physical education.

Third, girls join a troop voluntarily and have a large share in choosing their own activities. From the point of view of the Girl Scout movement, this has many advantages in promoting interest and progress among the girls in a group.

Fourth, Girl Scout troops and camp units are always kept small—ranging from twenty-four to thirty-two girls—and are divided into still smaller groups or "patrols" of six or eight girls each.

BUT just as Girl Scouting has learned much from the new physical education, so, perhaps, the new physical education may be interested in the experience of the Girl Scouts with respect to the handling of adolescents and the combining of fun, recreation, and adventure with a serious educational and civic purpose.

Lord Robert Baden-Powell, the founder of the Scout movement for both boys and girls, has always described it as a great game and built it upon the unit of the patrol of six or eight, each with its leader chosen from among the members, its distinctive name, its special meeting place in the troop room, yard, or camp, its own loyalties and activities. In this way he harnessed the natural gregarious impulses of the early 'teens to the service of character-building and good citizenship. The three or four patrols in a troop serve as "teams" in relay games and as committees in carrying out troop and camp projects. The

affairs of the troop as a whole are managed through an executive committee, known as the "Court of Honor," which is made up of the patrol leaders and the adult troop leaders with one or more adult assistants. To the Court of Honor the patrol leaders bring the suggestions and desires of their patrols, and plans for troop meetings, hikes, entertainments, community "good turns," and camping are worked out with constant reference to the patrols. The adult leaders contribute their ideas but leave as much as possible in the hands of the girls themselves. This system furnishes an invaluable training in group responsibility, group thinking, and group criticism, and brings out the special aptitudes and talents of each girl, as well as dealing helpfully and tactfully with individual difficulties and limitations. Modern education and modern psychology have triumphantly justified Baden-Powell's scheme, first set forth in 1908.

Games play a large part in Girl Scouting as in modern physical education—relay games, circle games, active games, quiet games. They are played for pure recreation —to "let off steam"—for teaching fair play and group spirit, for developing bodily coordination and control and mental alertness, for practicing various Girl Scout skills. Girls are encouraged to make up their own games according to recognized "game patterns." On hikes and in camp, "wide games" are played—trailing and treasure hunts, secret messages, point-to-point, compass games, signaling games, mapping games, stalking and tracking games. Care is taken never to play games to the point of physical or mental fatigue, and active games alternate with games of a quieter nature.

Folk dancing, too, is popular with Girl Scouts. The girls enjoy various simple folk dances in their troop meetings and often dance them later with other troops of the community in a Girl Scout festival or pageant. Folk dancing and the singing of folk songs enter into many of their simple dramatics.

Showing a different kind of stove

Hiking and camping are a fundamental part of Girl Scouting. The Girl Scouts as an organization promote an all-the-year-round program of outdoor activities, and every troop leader is expected to take her girls on country excursions in all seasons. Hikes are carefully planned, ranging from the very simple to the more complex, as the girls gain experience. They include outdoor fire-building and cooking, making of temporary shelters and gadgets, swimming, star-gazing, games, and trails, and a steadily growing familiarity with nature and love of the natural world. These activities are always carried on with every regard for health and safety. Girl Scouts do not carry heavy packs; they are scrupulous about putting out fires; they take plenty of rest. They use every precaution in swimming.

Girl Scout camping includes established camps maintained by local Girl Scout councils; troop camps, where a leader takes her own girls for a week or so;

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Out-of-door domesticity

Educational Progress and Hard Times

By

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THESE are amazing days in education. Affairs are moving so rapidly that no one can say, with assurance, how far they will go or in what ultimate direction.

Within the past eighteen months we have seen forces of rigid economy directed toward education. We have seen educational standards go plunging downward until sometimes only the skeleton of traditional subject matter remains. We have seen programs, introduced within the past decade and heralded by pedagogical leaders as important forces for social betterment, emasculated or scrapped for lack of financial appropriations. We have seen teachers' salaries reduced, or left entirely unpaid; and we have seen scores, indeed hundreds, of teachers dismissed from positions in which efficient service was being given. And, with it all, we have seen the great mass of teachers carrying on, as they have done in past crises, hoping and generally believing that the momentum of educational progress will finally burst through the engulfing fog of hard times—a confidence which may or may not be justified. The situation is common to public schools and to institutions of higher learning.

C. L. Brownell

Nor is this chaotic condition confined alone to education. Its deeper significance is to be found in the basic organization of state, national, and international affairs. Side by side with the accumulation of enormous national wealth and huge production of industrialized commodities, one finds the ghost of mass idleness; the increasing loss of employment due to mechanized industry; a tragically inequitable distribution of wealth—breadlines and crowded theaters, squalid slums and sumptuous estates within a stone's throw of each other; a flagrant disregard for law and order; the admitted failure to apply the scientific method to political problems; and the disappearance of old and cherished loyalties which held men together in faithful allegiances.

The international situation is equally precarious. The current world scene is characterized by competition among industrial countries for raw materials and markets for manufactured products; tariff barriers which isolate thoroughly interdependent nations; and harassed countries practically bankrupt but armed to the teeth and haunted by the fear of aggression.

Rarely, if ever, in the history of civilization have local, state, national, and world affairs been in such a social and economic turmoil. Leaders in historical and political affairs are divided in their opinions as to the outcome. Some contend that the era of peace and plenty is "just around the corner." Others see in the world picture the doom of civilization. Still others observe the germination of a new society with traditional culture finally supplanted by ideals of socialism or communism; or at least a decidedly different civic order than the one to which we are accustomed.

Whatever the outcome, the need for education seems signally apparent. Irrespective of the turn civilization takes, and notwithstanding the state, national, or international ideals which are set up, education must still assume its responsibility as the greatest factor in moulding public opinion and in training youth for the fullest realization of these ideals.

In the light of relative values, is it not strange that those who control our political and financial affairs should apply the pruning knife first to educational budgets? Is it because education is less well organized to fight back than some other municipal and state enterprises? Is it because education may have failed to fulfill the obligation for which it was intended and is, therefore, guilty of "sanctified squander"? Is it because education represents such a long term investment before dividends begin to accumulate that taxpayers fail to recognize its true importance? Probably the answer lies somewhere in the middle ground with contributing factors accumulated from various sources.

What may be still stranger, however, is that school officials commit the same error for which the city fathers are accused. As soon as school budgets are decreased, the appropriation for health and physical education is among those to be dropped entirely or greatly impoverished. Again we might ask the same questions as before. Is it because our program is not well organized and consequently vulnerable to such attacks? Is it because the service we render really is non-essential? Is it because the outcomes of health and physical education are too idealistic, too fanciful, or too obscure for educational authorities to realize its importance?

There is but one way to answer these questions. Either health and physical education has a contribution to make to education or it has not. If there is a place for this program as it is now organized, or as it may be redirected, we should fight for it.

Existing conditions of society are bound to make new and important demands upon education. The school population is increasing in practically every state. Socio-

economists declare that a return of the prosperity era of recent years will not banish the spectre of unemployment. Due to the mechanizing of industry literally hundreds of thousands of men will be free from labor for a greater part of the working day. What is to become of this group? Shorter working hours with commensurate compensation is proposed. Whatever plan is finally adopted, attention *must* be focused upon leisure-time education. If an industrialized civilization results merely in an unoccupied populace, it is doomed unless education can lift the great masses of people to higher levels of achievement through a wise use of this leisure. The right type of education will present a forward step of great magnitude.

Schools of the future must be less concerned with imparting information alone than with the task of creating whole personalities—intellectual, social, physical—who are keenly aware of the changing world about them and of their responsibilities as citizens in it. In the past the burden of teaching the conventional subjects has so completely absorbed the time and energy that little was left for accomplishing the broader ideals of education. Persons who think of retrenchment in terms of returning to the three R's as a means of preparing youth for the new civilization might just as well argue that military implements and tactics of the Civil War period would be successful now in defending our country against an invading foe. Ideals of culture must be understood in terms of twentieth-century needs, and not defined by concepts that belonged to the liberal education of our forefathers.

Will this new education become a reality? Only time can tell. Some contemporary educational writers assert that each national crisis is followed by an intensified era of progressive education. Perhaps society realizes its failure to produce the type of citizens desired and hastens to make amends. We are reasonably sure, however, that the kind of education that survives the present predicament will represent the economic, political, and social ideals of our citizenry.

IN THIS general picture of the new school, what is to be the rôle of health and physical education? We must begin to revise our plans, restate our policies, re-establish our standards, and determine our objectives in keeping with changed conditions.

It has been charged that health and physical education has sailed the high seas of education blindly, without a compass and with a rather hazy port of destination. On the other hand, one is confronted with irreparable evidence from hundreds of instances where health and physical education has achieved rightfully a position of educational significance in public school or college communities. The time is at hand when we must courageously work together in redirecting our program to serve changed social needs.

In the new education, our program has at least three functions to perform. First, the improvement of physical and mental health. Second, the development of neuromuscular skills in activities which may be used for leisure-time pursuits. Third, the inculcation of certain desirable social traits, with physical education serving as a laboratory in which approved civic responses are allowed to germinate and then are carefully nurtured. The initial task is to prepare definite and precise objectives which we wish to accomplish. The selection of these objectives, choice of activities, evaluation of outcomes, and plans of organization will depend upon local conditions and problems encountered. *The essential feature is to have a program which is practical and in accord with the educational needs of the community.*

The mental and physical health of youth is important. Unfavorable conditions associated with economic depression have lowered the morale of our fellowmen. Dr. Mayo's statement that every other bed in our hospitals is occupied by a patient placed there because of nervous or mental disorder is appallingly significant. Protection and improvement of personal health is a matter which must receive attention through private, non-official, and public initiative. If education is concerned with the child's entire personality, the school is compelled to assume at least a partial responsibility in protecting his health.

Leisure time, occasioned by fewer hours of labor, makes new demands upon education. While music, art, literature, and the drama are noteworthy, the rôle of physical education is peculiarly significant in the development of skills in activities which may be used to provide hobbies and avocations which supplement the more serious tasks of earning a livelihood. Through the appeal of big-muscle activity, physical education not only prepares for leisure, but provides opportunity for the perpetuation of group loyalties, and other civic traits fundamental to a democratic society. The degree to which these characteristics are nurtured depends upon the effectiveness of our organization.

THE leaders in educational thought have, in the past, championed the cause of health and physical education. Their support continues, although the effectiveness of these pronouncements is subdued. Removed from the actual scenes where curtailment is in progress, their wisdom is unheard in the thunder of local turmoil. The task of winning the fight is placed squarely upon us.

Organized opposition to health and physical education exists in numerous cities and states throughout the country. Municipal boards of education and college presidents have reduced budgets, and states have refused appropriations and have attempted to repeal laws. A precedent once established frequently spreads. It is our responsibility to unite definitely against allowing this precedent to assume such proportions that state and local governments will find it convenient and easy to eradicate health and physical education. Budgets may be curtailed in our department as in others, but so great an educative force as ours must not be destroyed.

School boards and taxpayers think of health and physical education in terms of you and me and our program. Do they know us? Do they know our program? Lacking the tradition enjoyed by numerous other subjects, we must double our efforts to acquaint them with the aims and purposes of health and physical education.

Have we talked with our people about the effect of the

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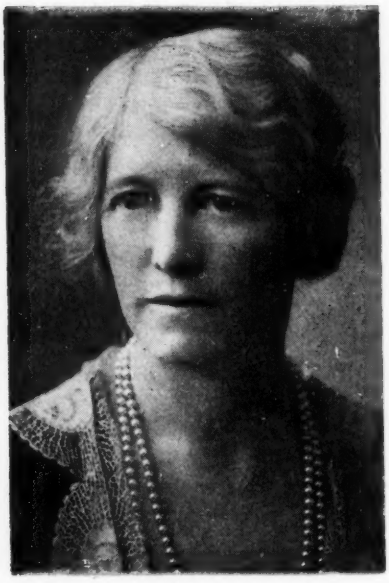

Views of Parents on the Physical Education Program for Their Daughters

By

MABEL LEE

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ASKED to report on the parents' views of the physical education program for girls, I prepared a set of questions seeking the parents' reactions to their daughters' program. These questions I sent out to acquaintances in different states urging them to see that they came into the possession of parents with daughters in school. I asked them to scatter the questionnaires among the various professions and walks of life and among both large- and small-town groups. Forty-seven homes were interviewed. Although the number of parents who expressed their opinions is small, the result turns out to be a good sampling, a good cross section, for these parents represent a wide divergence of walks of life from both large and small communities in fifteen different states covering the East, South, Middle West, and Far West.

The fifteen states represented are California, Colorado, Kansas, Illinois, Iowa, Michigan, Minnesota, Nebraska, New Jersey, North Carolina, Ohio, Oregon, Tennessee, Texas, and Washington. The twenty-nine communities represented range in size from Chicago to a few villages of less than a thousand inhabitants.

These forty-seven sets of parents represent an interesting diversity of vocations as follows:

art instructor, 1	medical missionary, 1
attorney, 2	merchant, 1
banker, 2	mining engineer, 1
barber, 1	night watchman, 1
business manager, 3	physician, 4
chemical engineer, 1	physiotherapist, 1
clergyman, 3	principal of high school, 1
consulting engineer, 1	railroad engineer, 1
construction engineer, 2	rancher, 1
credit manager, 1	sales manager, 1
dentist, 2	school administrator, 1
director of oil organization, 1	superintendent of schools, 1
electrical engineer, 3	surgeon, 2
farmer, 2	teacher, 5
housewife, 38	telephone executive, 1

As to organizations such as Chambers of Commerce, Rotary, Kiwanis, Lions Club, Parent-Teacher Associations, American Legion, and Citizens Clubs, a little less than half of these fathers are affiliated with one or more. As to similar organizations for women slightly over half of these mothers belong to one or more. The Parent-Teacher Association claims for both the fathers and the mothers the greatest number of affiliations.

The Objectives of a Desirable Program for Girls

The parents offered their own list of objectives of a physical education program for their daughters. These objectives listed in the order of their importance as judged by the frequency of their mention are as follows:

1. Acquisition of correct health knowledge, health attitudes, and health habits.
2. Proper physical development and growth including special posture training.
3. Acquisition of correct social attitudes including sportsmanship, discipline, ability to cooperate well with others, and ability to compete against others in a creditable manner.
4. Development of personality, character traits, leadership ability, self-confidence, and poise.
5. Development of ability to enjoy physical activity for its own sake and to appreciate recreational activities for the future as well as for the present.
6. Acquisition of physical skills, agility, grace, coordination, rhythm, etc.
7. Development of health attitudes of mind, clean thoughts, and quick thinking.
8. Development of a love for the out of doors and for outdoor games.
9. Development of a program adapted to the age and needs of the children.
10. Acquisition of a knowledge of first aid.

(Items 1, 2, and 3 tied for first place and items 4 and 5 tied for the next ranking.)

The Activities Most Desirable for Girls

Most parents wish for their daughters an all-round program of activities rather than a training in any special line. An "all-round" program they explain as one giving training in gymnastics, games, and dancing. In the order of their preference the activities are listed as follows:

1. An all-round program of gymnastics, games, and dancing.
2. Health instruction.
3. Corrective gymnastics and posture training.
4. Swimming.
5. Seasonal sports.
6. Body-building and endurance building exercises through gymnastics.
7. Interpretative dancing.

The reasons back of these choices of activities are varying. In the first place, they feel that their daughters' interest is best maintained by a varied program. Although they call for a three-cornered program of gymnastics, dancing, and sports, they hold no special brief for the gymnastics part of the triumvirate, other than that it adds variety. Sports are desired because parents feel that these activities make their daughters healthy and strong and also develop skills to use in adult leisure. As for the dancing, parents say that it gives poise and grace. Just what they mean by "dancing" in the all-round program is by no means clearly explained. A few do definitely mention the need of rhythm training and folk dancing. One mother declares that the physical education program is the only opportunity her daughter has for rhythm training, and in her opinion, this training is essential, filling a physical need.

These parents are not at all interested in intense competition for their daughters. They want the sports to be well supervised and not too strenuous. A west coast mother writes that in every area, bordering rivers and lakes, the physical education program should make swimming compulsory. Moreover, parents want all physical disabilities corrected by special individual work as far as that is possible. From a banker comes the statement, "There is nothing more pathetic to me than a Phi Beta Kappa mind in a weak body." The wife of an attorney in a fairly large middle western town gives us food for thought. She challenges the corrective work, and I agree with her if by corrective work she means formalized exercises and the fostering of introspective attitudes such as so many corrective departments inspire. But let her speak for herself:

"The older I get the more I think that nothing does any of us much good unless pleasure and interest are early aroused. This is the trouble with corrective gymnastics for young people. All of us need to relax and forget ourselves and our troubles more. Sports should provide a healthy and inexpensive means. Public pools have been a wonderful thing. At low expense, conveniently placed, they provide relief from inhibitions into simple 'animal' life, lots of laughter with wonderfully relaxing results, the best of exercise, cleanliness, and personal safety."

A housewife from the same city, however, declares that she is strongly in favor of a better corrective program in high school and for the introduction of this type of work in junior high school. She believes that the rest of the program is being well carried out. On the same topic another mother writes:

"I should like to see more attention given to detection of postural defects and work given for their elimination—particularly in the elementary school before the posture becomes too fixed."

Suggestions for Improving the Program

Although 56 per cent of these parents are satisfied that their daughters are getting adequate returns from the physical education programs, the remaining 44 per cent have some suggestions to offer. One or two declare that their children are getting valuable health training but are not achieving the other objectives of a program. Some say that only those children who make the special teams attain the values. This opinion is well voiced by the wife of a western rancher who says: "Too many times those who need the work most are left on the side lines while the most efficient are in the teams or on the floor. Public school programs are for all." Another parent claims that the physical education program in their school neglects the opportunity to develop correct social attitudes. Other specific items mentioned in this connection are: the classes are too large; the school is so small that not enough girls can be obtained at the same time to play games; the class periods are too short; the physical education classes are spoiled by insertion between other classes; the program is over systematized; the teacher is not properly trained for her task. Practically all parents disapprove of competitive games played under the stimulus of championships with winning as the main incentive. They also object to competitive swimming. Some disapproval is expressed in regard to apparatus work, tumbling, and basketball for junior high school girls. Gymnastics and formal dance technique of the studio type also fail to meet favor with some parents. A few parents expressed the wish that there would not have to be so much dressing and undressing during school hours.

Some parents object to the rest class. They feel that their daughters should be working in an individual gymnastics class to build up their bodies rather than lying passively on a cot. One father, himself a physician, writes:

"This program would be exceedingly beneficial to my child. I am a firm believer in healthful recreation but unfortunately my daughter is underweight. This benefit has been denied her even in the face of a fine clinical and physical examination of one of our best physicians who agrees with me that the exercise would do the child good. . . We should not have in our schools nurses and doctors who are insistent upon making every child meet the same requirements. It has been my observation that many overweight children are in much more precarious health than some underweight children. Exceptions should be made to the child who can pass a discriminating clinical examination and present a satisfactory report on the following: blood count; urinalysis; heart; lungs; satisfactory home surroundings; and diet."

No doubt there are other schools where the health service leans over backward in its attempt to safeguard underweight children. The scales, height box, and weight chart must not be our only criteria of amounts of activity permissible for the maintenance of proper health conditions. I sometimes wonder if the rest room is not in a few cases too easy a solution of a challenging problem. What child, physically able to attend school at all, is not in need of some form of posture training, some form of organic stimulation through exercise of some sort, some form of physical effort if for no other reason than for the acquisition of the tremendous self-respect that is born in a child upon the discovery that she can command her body, can make it submissive to her thoughts, an instrument to

obey her will! All of these things any child can be taught even though she is not physically able to play basketball, to swim and dance.

If all girls cannot be given instruction and personal attention those who are physically fit should be excused—not those who are physically below par. These are the children who need physical education and they will never get it by lying on a cot. Do not misunderstand me—there are times when resting on a cot is the best thing a girl can do for her physical welfare but when this emergency condition becomes the regular routine the child is indeed an invalid or else something is wrong with the educational procedure mapped out for her. Of course it takes a well trained teacher to give a program of individual gymnastics—a teacher who has at hand a doctor who is in sympathy with her work. Such a doctor must see the possibilities of constructive health work through exercises. Until superintendents employ teachers who understand this specialized work, we will continue to turn out of our schools flat-chested, round-shouldered, abdominous, anemic, underweight girls with little physical strength, stamina, or endurance, with a physical inferiority complex and a mental set toward a life of invalidism. These girls can be saved from themselves in a school where the board hires teachers who not only can supervise athletics, folk dancing, and stunts, but who also have training and aptitude towards individual health work with pupils. If the parents would demand this type of teacher, then all those things they want in a physical education program would be realized; and the things they do not want, this type of a teacher would discard on her own initiative without even a hint from them. Today there are many such teachers available. School boards now are in a position to obtain the best.

The employing of a well trained teacher would also answer the complaints that have come against ill advised hours of basketball practice, too strenuous work along many lines, and the use of activities not adapted to the age group and physical capacities of the girls.

Parents Would Retain Physical Education in the School Program

The following question was put to the parents, "Should physical education be one of the subjects to be put out of the schools as an economy measure?" All but one replied "No," their style of answers ranging from a qualified "No" and a simple "No" to a "Only as a last resort!" "No! it is of great vital importance!" and a "No! Never!"

In replying to this question, some parents brought up the fact that their approval depended upon the qualifications of the teacher. A mother from a small middle western town writes:

"I approve of a good physical education program but I feel that there are many girls teaching in our schools who are not properly trained for their jobs. It strikes me that the Physical Education Association could render a real service to small towns by trying to place well trained and competent teachers in these departments. I would suggest that your professional organization find some way to contact these small-town school boards and help place in these positions girls who are a real credit to your profession."

In reply to these parents I would say that any officer of the American Physical Education Association or any Council member would be pleased to assist schools in locating well trained teachers of physical education for girls.

One mother qualifies her reply by explaining that interscholastic athletics should be discarded but not the physical exercise program of all the children nor the health work. Still another states that physical education might possibly be discarded in those small towns that have plenty of playgrounds but, at that, discarded even there only temporarily. The wife of an attorney says that physical education should not be dropped for the girls any sooner than for the boys but she feels the boys will always be sure to get the best attention. Another writes:

"As a farmer's wife and the mother of eight children I can see no economy in taking physical education out of our schools. The work should start with the lower grades."

The wife of a barber who has sons as well as daughters taking physical education in school says:

"I think physical education should be in all schools. I have noticed that the girls and boys that have physical education are cleaner boys and girls in both minds and bodies."

From the wife of a dentist comes this remark:

"The criticism we would make of our modern school system not only in physical education but also in scholastic education is the overdevelopment of those already overdeveloped and neglect of the underdeveloped. We have some of the finest schools in the United States here. . . but I do not feel that the child's education is a practical one in many ways as he still has to learn much that he does not need in his vocation for life, whatever it may be."

The wife of the director of an oil organization writes:

"Physical education is more necessary now than ever before. Children spend so much time in cars and at picture shows during recreation hours that I consider it very essential for them to have open-air exercise at school."

The one mother who feels that the program might be discarded for the sake of economy expresses the opinion that the children could get physical education outside the schools; that the boys can get it in the Y.M.C.A. and Scout work and the girls can get it in tennis, golf, etc. This statement comes from a climate where outdoor activities can be carried on all the year, an unusual situation as far as the rest of the United States is concerned. But even tennis, golf, scouting, or Y.M.C.A.'s will not benefit those children who cannot afford any expenses.

The parents were also asked if they felt that the homelife of today would furnish sufficient physical activity and play for normal growth and personality development of their children in case physical education should be taken out of the schools. Of those answering, 93+ per cent believe that it would *not* meet the needs, while 6+ per cent feel that it might possibly do so in rural sections. One father feels that it would in his particular community of around 50,000 population. Other parents express themselves as follows:

"No homelife of today can do so. It lacks space, size of group, and time of parents to supervise, or skill to do it."

"Home life is not enough. Children need good places to go such as pools and gymnasiums."

"No, though our home is better equipped for such a task than most."

"Not the average home life where physical activity is not physical education."

Quite a number of parents announce that there is nothing in the physical education program of their daughters they would have deleted, not even for the sake of economy, yet others do mention certain activities that might be discarded temporarily for this reason alone. Certain activities which they feel should not be permitted to remain in the program under any circumstances have already been mentioned in earlier paragraphs.

As an economy measure, it is recommended that the first thing to go be all interscholastic athletics for girls, curtailing nothing of the intramural program, however. Few schools out of the sum total of schools in the country have an interscholastic program for girls so that such economy measures would little effect them. Next to go should be apparatus work, tumbling, and tap dancing. It may be the merest chance but it is interesting to note that the suggestions to discard tap dancing come from fathers. After that there should be discarded indoor work during school hours, all basketball for girls between the ages of twelve and fourteen, all highly organized competitive games, and everything that does not interest the girls. One mother feels that corrective work might be discarded at school provided the parents could be trained to supervise the necessary work at home, a provision which at best is quite improbable if not wholly impossible.

Reasons for Retaining Physical Education for Girls

Many parents feel that on account of the depression, physical education is needed *more* rather than less. They cite the increased leisure with the attendant need of learning to use it wisely. Many parents declare that physical education is one of the most important subjects in the school and it must be one of the last to go. Others state that it should not go until after the dead languages are taken out. Still others point out the social dangers of the times and declare we need training for our children in ethical conduct, more now than ever before, and physical education must be retained to help in this work. Others say it is too vital to the needs of the girls to be discarded. The majority of these parents make their claim for its retention, until the very last, on the basis of its value as a health measure. One mother with a long look into the future states that, for the sake of real economy, the physical education program should be increased instead of decreased for we need now, more than ever before, closer health supervision. She feels that additional special help should be offered in nutrition cases. A questionnaire, circulated in Needham, Massachusetts, during this current school year, brought in opinions from 1212 parents on this topic. They voted 93+ per cent strong against the elimination of physical education, even though economies must be made in some way. The mimeographed material on this questionnaire is on file in the office of Carl Schrader, State Director of Physical Education, State House, Boston, Massachusetts.

One mother writes, "My daughter was never strong when young and the physical education she received in the schools has made her strong and healthy today." From the South, the wife of a physician and surgeon makes the following statement:

"Physical education counteracts laziness in the child which is becoming more prevalent among American children. This is one of the reasons many complain against taking physical education. . . . There are a few children who are physically not able to take the regular physical training but these I gladly give exemption. My child takes it and I think all those who are physically able should be made to take it. There are some teachers that do not use much discretion in teaching physical training but it is the fault of the individual and not the system."

The wife of a construction engineer states:

"Each school should have a full-time physical education instructor and not one who has to teach one or several other subjects. There should be more time allowed to get ready for gym or swimming classes. More attention should be given to corrective needs. More stress should be laid on good sportsmanship. My children are not in particular need of corrective work, but I know of several who do need it. I feel our physical education department does not give enough attention to these needs. It should be one of the reasons for supporting the department."

Other parents state the following opinions:

"I believe we are overemphasizing the training of a few outstanding athletes for interscholastic competition and public entertainment and neglecting to provide adequate opportunity for most of the boys and girls to engage in enjoyable play. By all means we should continue the service of health conservation by the school nurse and hygiene instruction."

"Physical education is the place where an integration of personality may most unconsciously take place. It seems as though this is the place where high ideals and standards may be best practiced."

Conclusion

When 47 pairs of parents from many different parts of the country express themselves 46 to 1 in favor of retention of physical education in our schools, in the face of financial distress, and when 1125 out of 1220 parents in one eastern city alone place themselves on record in the same way, we of the physical education profession might well feel proud of their eager support of our programs. Over and above their concerted acknowledgment of the worth of our efforts they offer friendly and constructive criticism. We should take it in good part and forthwith turn it to account. Let us always remember that we are not teaching physical education; we are teaching the sons and daughters of America. Physical education is merely our teaching tool.

The Kind of Physical Education Program I Should Like for My Boy

Personal Interviews with Parents

By

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IN THE past we have been too prone to consider our program from the point of view of educational philosophers, school administrators, and teachers in our own field, ignoring the parents' idea or conception of a physical education program and what values it might offer to their children. All parents have a definite interest in the activity program for their children, and children, too, have definite activity interests which cannot be completely ignored without killing the spontaneity and desire for activity.

During this period of depression, when retrenchments are necessary, and when the school program is being revaluated, it was felt that it would be a decided advantage to get the impression and viewpoint of parents concerning our field, recognizing that, after all, if we are to maintain our programs in the schools, parents will have the deciding voice. It was further recognized that personal interviews with fathers would have a definite educational value, both to parent and interviewer, and would also reveal whether or not we have been getting our aims, knowledges, and objectives over to the parent in such a way that he has recognized in the program definite values to his boy. Many other points of interest, too, should be brought out through these interviews, which may show shortcomings possibly both in the program and on the part of the teacher, and also clear up any misunderstanding or misinterpretations which the parent might hold concerning our work.

In view of these facts, then, the present study has been developed. The material submitted is a summary of 123 interviews with fathers having a son, or sons, in the grades, junior or senior high school. The interviews were made with parents representing various cross sections of society —laboring men, school men, business men, and others, in towns ranging from 1500 inhabitants to cities of 300,000 population. Further, these interviews were made in ten different states, fairly representative of the whole country.

The writer himself interviewed a great number of parents, but was assisted in the study by representative men who are teaching in this field. The following questions were prepared to assist the interviewer in guiding the responses into definite channels of information. No attempt was made to prompt the parent to make statements acceptable to the interviewer, but occasionally some slight interpretation was made, or point of information given, in order to bring out discussion and to secure intelligent replies. In all instances the information was secured through personal interviews, the interviewer asking the questions and recording the replies and summary of discussions. However, permission was granted to the parent to write out in full his answer to Question 9, if he so wished.

Questions—Personal Interviews

Question 1.—*Do you believe that your boy needs physical activity and play for normal growth and a happy life?* This question was asked in order to secure the parent's point of view concerning the old traditional attitude of work and play, and to note if there was any realization on the part of the parent that, due to our changing civilization and changing economic and social order, physical activity and play are more essential today for normal growth and a happy life than in preceding generations. All parents, with the exception of one, answered this question in the affirmative. Following are some supplementary comments:

"I consider it absolutely essential that growing boys and girls have proper physical development; activity supplies a biological need."

"Every boy must have play. A healthy body has a big tendency to develop a healthy mind."

"Show me something which will make my boy happier than sports. Keeps him happy and out of mischief."

"Cannot get along without physical activity; can easily note the difference between boys who play and have opportunity for physical activity, and those who just sit around and read."

"More essential today than ever before because of lack of natural opportunities; boys become timid and develop an inferiority complex unless given opportunity for physical activity and play with other boys."

Question 2.—*Does the home life of today furnish that opportunity?* Since all parents recognized that boys need physical activity and play for normal growth and a happy life, this question was asked in order to find out whether or not the home life of today furnishes that opportunity. In answer, eighty-seven parents said "No," thirty-three answered "Partly," and the remaining three answered "Yes." Comments were as follows:

"Parents do not have time to devote to children as in former years."

"Lack of equipment—also need companionship in activity—teammates."

"I have very little time off duty to give to my boy, and to enter into the necessary play spirit."

"Haven't the opportunity or the knowledge to give the boy the proper physical training."

"Apartment life—lack of space and leadership. Not the same living conditions as thirty-five years ago. The home can offer no definite program or facilities. Average parent is a hindrance—all 'dont's'—but do not tell the boy what to do."

"The parent lacks understanding of the physiological and psychological growth needs, interests, and activities."

"Some parents encourage wholesome play life, some depress activities and are not sympathetic, feeling that play is not necessary,

and some parents encroach upon the child's rightful playtime to satisfy educational ideals. A generation ago child leisure took care of itself—more household chores—child could enter into the occupational activities of the parent; children's interests and play activities were merged in the home activities."

Following are comments by those parents who believed that the home life could partially meet the need for activity and play.

"Where the parent has an active interest, and has time to plan hikes, outings, camping, etc."

"Providing a backyard playground."

"By securing leadership for boys in the immediate neighborhood."

"Parents recognizing that children just don't grow up, but that their interests and activities should be a definite responsibility of parents."

Those who felt that the home furnished sufficient opportunities for physical activity made no comment other than that the child should learn to work as well as to play.

Question 3.—*If the home life does not offer this opportunity, what institution, or institutions, should assume the responsibility?* The answers to this question favored the school. Other institutions suggested were the Church, city recreation department, Y.M.C.A., Boy Scouts, service clubs, and parks.

"As society is organized at the present time, the school is the best institution to assume the responsibility."

"All boys cannot afford to belong to the Y.M.C.A."

"Could use clubs and churches, but all boys would not be given an opportunity."

"School should be supplemented by directed summer-playground work, for which municipality should assume responsibility."

"The church hasn't the facilities and the room."

"Boy spends most of his time in the school."

"It is the function of the school to prepare for a normal life—not a curriculum for mental development alone."

"The church should furnish as much opportunity for activity as the school."

Question 4.—*In your estimation, what should a program of physical education in the schools offer from the standpoint of service to the child? (a) Should physical education be a requirement?* This question overlaps somewhat with Question 9, but was not meant to be an answer to that question. The intention was to secure an estimate of the parent's general knowledge of what a program of physical education should offer, thus assisting the interviewer to conduct the discussion more intelligently, and in some instances to offer enlightenment concerning interpretations of the program. This procedure assisted the parent, in his final summary under Question 9, to set up a broader program of opportunities for his son. The general estimates under Question 4 may be summarized somewhat as follows:

"For the younger child we should have health and body-building exercises, interposed with games, with the former always in mind, plus enjoyment. The high school should offer a diversified program so that everyone will be interested and will participate. I believe in daily calisthenics for all students, not merely activity for a super group."

"Tactics, light gymnastics, apparatus work, games, rhythmics, and mass intramural competitive games. Less emphasis on the more violent sports—more emphasis on the values of walking and swimming. Swimming should be taught in every school. I would rather have my boy know how to swim than to carry some academic subject which might be cultural and a requirement for college. My boy is not book-minded, and may never go to college."

"Create a sufficient interest for at least one carry-over sport so that the boy will continue to play this sport for the sake of the sport itself and for whatever beneficial physical activity results from this sport. Athletics are a stimulant to the boy so far as interest in school work is concerned—will also remove some of the routine of school work. Develops interest in personal fitness, and a desire to keep fit."

"Activity to grow—to sleep well—to keep out of mischief. Games are sometimes foolish, but good for the child. Develop a willingness to play and recreate. More instruction on care of the body, eating, etc. Since an erect carriage has a direct bearing on consciousness of efficiency and success, I believe this should be stressed."

(a) Should physical education be a requirement?

"Physical education should be a requirement, otherwise there seems to be a tendency toward the exclusive development of the mind considerably out of proportion to the physical development."

"Health is basic to other school endeavors, and should be put on a parity with other school subjects."

"The physical education program is the only way to reach all children—some try to evade it—usually the ones who need it most."

"Yes, required through the junior high school, but not after, for if the program does not create a desire to participate by that time it never will. The program is no good if it does not create a desire for voluntary participation."

Question 5.—*Do you feel that your school offers an adequate program in physical education? If not, where does the fault lie?* Of the total number of parents interviewed, only fifteen answered "Yes." Others answered in the negative, or said that they did not feel qualified to give a definite answer. It is interesting to note the comments under the different sub-heads of this question as to where the fault might lie.

(a) With the physical education teacher and program set-up? "Partially."

"Program set-up, lack of organization, no progression—same thing taught over and over each semester. Teacher doesn't utilize his time fully."

"Program loosely organized—teacher not energetic."

"The program is either all gymnastics or all sports. The teacher is not alert to individual needs and child interests."

"The program is fairly well organized for the schools, but the physical director doesn't recognize community interests, or the need of tying up his program with total community needs."

(b) With the superintendent and board of education, not recognizing need, instructional staff, time allotments, and facilities? "Partially."

"General lack of appreciation by superintendent and board of the importance of a good physical education program."

"The superintendent recognizes the value of a physical education program, but is handicapped because the board recognizes only interscholastic athletics. General student body suffers."

"Definite lack of facilities—we are trying to crowd 2200 pupils into a building built for 1200."

"Not enough time—two periods a week of little value—too big a load on the physical education instructor, which makes it impossible to make enough individual contacts. Need some way of classifying boys according to their needs, and a program set-up that would provide for these individual differences."

"Time allotments in the curriculum poorly arranged—not enough time for change of clothing if academic class follows. Also no opportunity for classifying groups—usually different grades come together—sometimes high school and grades."

"Instructors often have no background in this field. The coach is the physical education instructor—does not know children's interests and needs—and very often does not care."

(c) Too much stress on interscholastic sports? Although all believed in interscholastic sports to a certain extent, and a few were extremely enthusiastic over such sports

and placed them even above academic work, yet the majority of parents answered "decidedly yes."

"Interscholastics have their place as incentives, but too frequently monopolize time allotments, staff, and facilities. Frequently effort to build up school morale is based on interscholastic sport interest."

"Interscholastics reach but a few and those physically fit. More stress should be placed on a broad program of intramurals reaching all boys, and adapted to their needs and abilities."

"I want my boy to play in interscholastic contests where he learns to work hard, take hard knocks, and still enjoy the game."

"Training in interscholastic athletics develops physical assurance to cope with and master undesirable faults such as found in many obnoxious habits of laziness."

"Interscholastic sports have value. They satisfy the boy's interest in competition, and under right leadership many desirable traits may be developed. But without right leadership they demoralize the whole life of the boy."

(d) No recognition of health service and health instruction? The greater number of parents seemed somewhat confused in their answers to this question, and seemed to have no clear conception of the phases of health service and health instruction in the program.

"There is no well-thought-out program of health service which should accompany a course in physical education."

"This should be the big part of the program, but too largely neglected."

"Did not know that this phase of the program actually existed."

"This should be fostered and stressed. Most important of all school services, even superseding many scholastic studies."

"Public as yet does not recognize the need."

"Small schools have no physical or medical examinations by physicians; needed of course, but cannot be financed."

(e) Lack of a well-balanced activity program? This question was answered largely in the same manner as subhead (a). A great many parents felt that the program was too loosely organized, or too specialized in some one phase; that it did not meet individual needs and was not broad enough to recognize all interests; that the program usually lacks leadership opportunities except for the few, and these were chosen because they already possessed greater ability. All should have a chance to lead so as to lessen the inferiority complex.

Question 6.—*Do you believe that a well developed education program in the school deserves the support of the school board and the taxpayers of the community?* Although some rather severe criticism of our program was brought out in previous questions, yet all parents, with the exception of two or three, believed that a well developed program deserved the support of the school board and taxpayers. In a few cases, however, where the answer was in the negative, it was because of the desire to cut down expenses.

The more favorable comments are listed as follows:

"Since health is so important in the list of objectives for all education, I feel that we cannot put too much stress on this work."

"One of the most important matters to be considered by the school board and taxpayers. Should be given preferred consideration so that ample time is left for these activities."

"Yes, if the program is for all, and not only for the few that make athletic teams."

"Yes, just as much responsibility as for other subjects—more necessary for the future. I could not urge a continuance of this support too strongly."

Question 7.—*In the future, children and all people will have an increasing amount of leisure. Should not the modern school prepare for spare-time interests?* All parents, with the exception of three, answered in the affirmative, and felt it highly necessary that the modern school should prepare for spare-time interests. Those that answered in the negative supported their decisions by stating that there is no room in the school program which is already occupied with essentials in preparing the child to earn his living, and that spare-time entertainment could be acquired after school years by the average man. The thought was expressed, too, that the child should go to work, and not spend all of his time in play. We must recognize that many parents do not appreciate the fact that some consideration must be given to the leisure of the child as well as to the adult, and that the development of spare-time interests through the school will make it possible for the child, as an adult, to make more constructive use of his surplus time.

(a) Is physical education an important aspect in preparing for spare-time interests?

"Activities and interests in a physical education program keeps the boy out of the pool hall. Parents will not be forced to plan diversions. The potential energy of the child is directed in wholesome channels, which is a safeguard and protection to himself and society."

"If we reach one of the objectives in physical education (the desire to exercise), then many hours of leisure will be used in worth-while activities such as golf, tennis, hiking, etc., and also in participating as a spectator."

"I feel that the modern work-a-day American has sadly neglected the arts—music, art, sciences, and physical education—and with the increasing amount of leisure we should devote more time to these important phases."

"The physical education program in the schools is one of the best means of creating interests and developing children in skills for participation in the after-school or free-time period. Children also develop hobbies which are useful in their leisure time."

Question 8.—*Do you believe that the physical education program contributes to character development? To social values, such as citizenship and cooperation? To joy of achievement? To happiness?* Practically all parents answered some phase of this question. The comments listed below are largely representative of the answers to the various phases of the question.

"Plenty of exercise, plenty of showers, make a clean body and mind. A clean mind is the greatest asset in life."

"Yes, for moral character and citizenship if properly supervised—depends upon examples set up by the instructor."

"No other phase of school life has such great influence upon the boy, his habits of conduct, loyalty to a cause, self-control, spirit of cooperation—all make for strong character and good citizenship. Boys seem better around home if on some team."

"Broadens social insights—makes for an all-rounded life. Timid boys need team experiences and team contacts—great values derived from team and group relationships."

"A true sportsman cannot escape the development of a very fine character. He learns to play cooperatively, win fairly, and be a good loser in life as well as in athletics."

"I would like to believe that the program develops moral character, but I don't think it does so very much for the boy. Trips of teams are demoralizing—the desire to win is often too strong."

"Physical education activities contribute to joy of achievement since they create in the boy a desire to succeed."

"Joy is a natural accompaniment of achievement, and is brought out in sports where the boy learns to play the game with some degree of success."

Parents' Viewpoints

In Answer to the Question: "What Kind of a Physical Education Program Would You Like for Your Boy?"

"The kind of physical education program that I should like for my boy would be a functional health program, a progressive physical activity program adapted to needs and capacities, a general play program (intramurals) well conducted under proper leadership. The benefits that I consider most important are health and health habits, enjoyment through play, physical asssurance through sports, social values, a knowledge of activities, and a fund of experience for spare-time activities. Further, I believe that the physical education program, properly organized and set up under proper leadership, can furnish these values."

* * *

"I should like my boy to start a physical education program from the first grade and continue until graduation. By this I mean a systematic program from year to year. I consider the chief benefit a sound body to go with a sound mind, which I feel will make the well balanced man of tomorrow. A program of physical education as above mentioned I believe by far the best means of developing the boy who is apt to be a weakling, due either to poor health, or lack of opportunity to develop."

* * *

"A program that takes in all activities—not a specialized program. Health service and health instruction, corrective work, games, various sports—all work under supervision. Start individual sports early so all will carry over. Greater stress on social values through games. Give the boy a program which will create this desire to participate in games, gymnastics, and swimming. Try to tie up with life activities. Create the ideal of a healthy body through sufficient exercise and right living. Physical education can make a big contribution."

* * *

"I should like a program that would teach my boy good sportsmanship consisting of good, clean, and spirited competition in all games. I would like to have my boy under the guidance of a man trained in his work—one who understands boys, and is interested enough to endeavor to correct any fault, either physical or mental, that is evident in the boy's makeup. I should like the program to develop the physical, moral, and spiritual side of the boy's life. I want him to realize the benefits of self-control, fair play, tolerance, and loyalty while he is a boy. I feel that in order for my boy to be a great man he must first be a great boy. I think that a well organized program of physical education, under right leadership, would develop these desirable traits."

* * *

"I should like a program for my boy with many activities; a program to allow for well rounded development, rather than individual achievement; a program to build and sustain health and not to establish merely athletic prowess. Such a program should include health service and instruction, sports and games, physical examinations, and particularly swimming, which should be taught in every school; an intramural program broad enough so that all may participate if they are not quite up to varsity caliber. The boy should be able to select his activity, because from self-interest he derives the most benefits. The activity program, as far as possible, should be conducted outdoors."

* * *

"I should like a program for my boy that would develop a strong healthy body. There is no use developing the mind if you neglect the body. The joy of living is enhanced with a good healthy body. The program should provide for physical examinations, and rules on right living. The activity program should stress carriage of the body, offer activities for the development of all of the muscles, and should offset physical defects. The program should also offer games and sports that will teach the boy to be a good loser as well as a good winner. It's the game that counts—the game in the school develops manhood for the game of life."

* * *

"My boy lives on the farm, and I believe that he gets plenty of exercise; but I also know that it is not always of the right kind. So the kind of program that I should like for my boy would be one that would take care of any physical defects, and would help the boy to develop good carriage and control of the body, give him some knowledge of proper health habits—but mostly I believe it should offer to him the opportunity for play and games, and to develop skills in games which his home cannot offer. Play and games, too, would make him a better mixer in groups, and he would cooperate better with others. While I can't ask the school to set up a program just for my boy, I feel that the program should be broad enough so that my boy could get the things he needs, and I believe this can be done where the program is properly organized."

* * *

"I should want a program that would be broad enough to absorb every athletic interest that the boy may have. I think that character education is of the most benefit under the present set-up. Physical education provides this aspect more than any other social contact in the school and on the playground. From the activity program I should not expect so much physical benefit, as the development of athletic skills, character training, regular habits, and group consciousness. This type of program, as much as any other, would help the boy to realize that physical education is something that he needs and will benefit from in keeping himself fit for the game of right living. The benefits which I have mentioned, and the desire to keep the body in healthful trim, and the knowledge of how to do it, are the greatest benefits a boy can derive from the program."

"Healthy people are happy buoyant people. Happy boys and girls make for a happy community."

Question 9.—*Just what kind of a physical education program should you like for your boy? What benefits do you consider most important? Can physical education furnish these?* As I mentioned previously, this question was asked to give the parent an opportunity to make a free and voluntary statement of his idea and conception of what a physical education program should include, and what benefits it offered for his boy. The box at the top of this page contains a summary of the statements which are largely representative of the 123 parents interviewed. They are very important and well worth the careful consideration of every physical education teacher.

Final Summary and Conclusion

Correlating the replies and the supplementary com-

ments to Questions 1, 2, and 3, it is evident that practically all parents realize the necessity of physical activity and play if the child is to grow and develop into a normal happy life. It was further recognized that activity and play are more essential today than ever before because of the lack of natural opportunities, and it was admitted that, owing to economic and social conditions and lack of understanding on the part of the parent of children's needs, the home life of today cannot wholly furnish the opportunities for physical activity and play, or organize the life activities of the child for normal growth and development. Furthermore, since the home life of today cannot wholly furnish the opportunity for the needed activities and organization of the life activities of the child, practically all parents felt that it should be the function of the school to assume this responsibility. Of course, it was also felt that the schools should be supplemented by the municipal recreation department, the Church, various character-building organizations, and other public and semi-public institutions.

In summarizing the viewpoints on Question 4, it was found that the majority of parents stressed health as the biggest possible outcome from the program. Some parents, of course, suggested sports and games, both from the value of physical development and social and moral outcomes, yet it was evident that a great many parents held a very limited conception of the objectives of our field other than physical activity for bodily growth and development. Here was an opportunity for the interviewer to bring before the parent a broader conception of the activities and objectives of our field, and how these activities are tied up with all the life activities of the child, both in school and out of school. Parents felt that the program should be required in order that all children might receive the values and advantages of the program, and yet it was felt that it would be much better if the student should participate because of his own personal desire and interest.

Summarizing the comments and discussions under Question 5, very few parents, according to their point of view and knowledge of what a physical education program should offer, felt that the program in their schools was wholly adequate. Quite a large number were very decided in their opinion that the program was inadequate. Others expressed themselves as not being qualified to answer. Criticisms were made of the physical education teacher, program set-up, attitude of the superintendent and boards of education, lack of proper time allotments and facilities, and also lack of a qualified instructional staff. It was felt, too, by a large number, that there was too much stress placed on interscholastic sports, although some fathers were highly enthusiastic over this phase of the program. Without some explanation on the part of the interviewer, parents were not quite clear as to health service and health instruction. This is one phase of the program that we need to stress more emphatically if we are to secure the unbiased approval and support of the parent in our health service work. Generally speaking, the majority of parents felt that there was a lack of a well balanced activity program; teachers ofttimes lacked initiative and were not progressive. Yet at the same time they were generous enough to realize that possibly the lack of organization of the program might be due to the fact that superintendents and school boards were at fault in not providing needed facilities and sufficient time for the development of a well organized program.

Correlating the replies and comments on Questions 6 and 7, parents were practically unanimous in their opinion that a well developed program of physical education deserved the support of the school board and the taxpayers of the community. It was also the opinion that the modern school should provide for spare time by offering a program of interests which would make for a more constructive use of the leisure-time period; further, it was recognized that physical education held an important relationship to this program of interests.

Correlating the comments of the various phases of Question 8, the majority of parents expressed their belief that the activities of the program of physical education do contribute to character development, to social development, to joy of achievement, and to happiness in life. Some felt that these were the most important outcomes of the program, while the minority felt that these values were too often stressed without objective evidence of carry over, and that it might behoove the department of physical education to hold closer to health and physical development, and leave to other departments of the school the problem of moral education. Here, too, it is evident that our profession will need to show more objective evidence of those things which we claim to be definite outcomes of our program.

The program set-ups under Question 9 are free and voluntary statements by the parent, and while these statements are much more inclusive and represent an expression of larger number of interests than expressed under Question 4, this may be attributed to the fact that as a result of the discussions of the previous questions parents have awakened to a broader vision of our field, and to the greater advantages which might accrue to the boy.

As a final word, we find from these interviews that we have not yet succeeded in getting our objectives, aims, and knowledges to the parent in such a way that he may recognize the full importance of the program. We find that superintendents and boards of education are neglecting the most important phase of child life by not providing proper facilities, time allotments, and teachers with a technical background in this field.

Generally speaking, parents do not recognize specific objectives in our field. They think too largely of the physical education program as simply play, which is unfortunate. Too frequently we have sold our programs only to those people who pay gate admissions to our highly developed athletics. We have lacked salesmanship on the right things. Teachers in physical education must be more alert and more aggressive in getting their programs before the community as a whole. They must plan opportunities for parents to observe their work and to become more familiar with all phases of the program. Demonstrations showing various phases of the work would be especially helpful—should try to contact parent and program.

(Continued on Page 53)

The Value of Physical Education and Health in the School Program

By

N. P. NEILSON

State Director of Health and Physical Education, California

CURTAILMENTS in expenditures for education which eliminate or lessen the effectiveness of that aspect of the school program closely related to the health and physical welfare of children strike at the fundamentals of a modern program of education. Good health is essential to normal development and normal functioning. Upon the recognition of and obedience to the laws of health rests an individual's possibilities for successful adjustment in life's situations.

Health is winning increasing and clearer recognition as the fundamental objective in the entire program of public education. We recognize health education and health protection for children as a definite and appropriate function of the public school. This objective is being defined as health of body, health of mind, and health of character. It is a primary function of the school to discover the health assets and health liabilities of the child, conduct health inspection for the prevention and control of communicable disease, provide a hygienic school environment, safeguard the child against accident, and keep a record of the child's growth and development as a part of his educational record. Health protection makes its contribution to the educative program through the reduction of absences due to illness, through the lessening of strain when physical defects are corrected, in the prevention of epidemics of communicable diseases and in securing for each child the highest realization of the bodily equipment with which he is endowed.

The purpose of health education is to bring to bear upon every child in the school the greatest possible number of influences favorable to the inculcation of habits, attitudes, and knowledge desirable for individuals and community health.

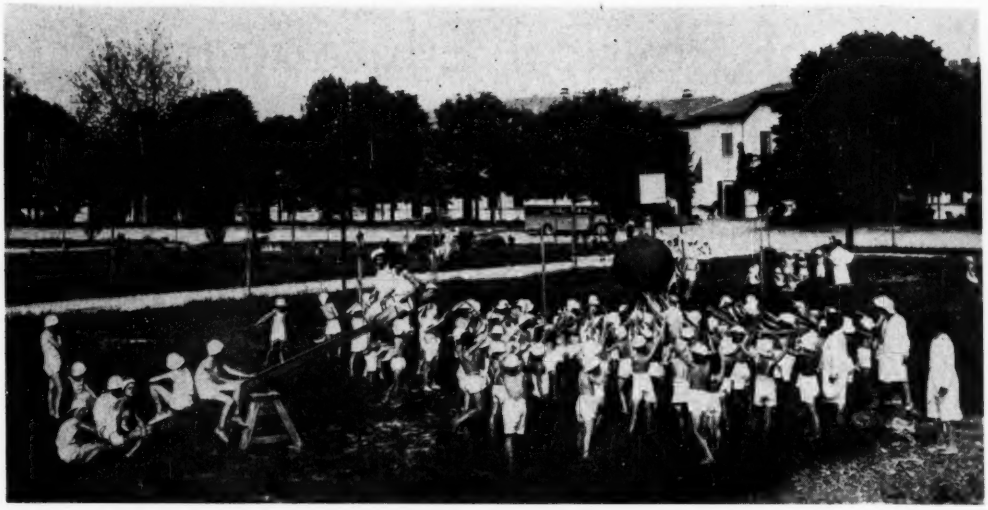
Physical education activities have health values. They stimulate growth and for the growing child are absolutely essential. Pupils of elementary school age need from three to five hours of physical activity each day in order to develop the organic vitality needed as a basis for good health. Strength, endurance, and abundant life are dependent on organic vitality. Vigorous physical activity develops organic vitality. It is becoming more difficult for boys and girls to keep physically fit and well in this age of mechanical inventions. A partial realization of these facts has assisted in making physical education activities a part of the program in our schools because of their health values.

Education is the result of activity. Activity on the playground is educative and merits an important place in our educational program. Book knowledge alone does not insure education, health, or character. Educators realize the futility of subjugating immature minds and bodies to long hours of academic work. Physical education activities do not clash with, but are supplementary to academic work. The whole child goes to school. He must learn to adjust himself to people as well as to books. Physical education activities bulk large in determining whether he is going to learn to be selfish or social, morose or genial, individualistic or cooperative, a cheat or a good sportsman. By setting the right ethical standards for his play with other children, the school can make a contribution to his moral training that cannot be overestimated. The educational contribution of the physical education program is reason enough for making physical education a required part of our school program.

The playground is the school's great opportunity for character education. Here better than anywhere else can be fostered sound habits of obedience to authority, alert and attentive behavior and prompt response. In their play, children learn to observe quickly, to judge, to weigh values, to pick out essentials, and to give group attention; they learn the value of cooperation, and to recognize the rights of others as well as to insist on their own being recognized; they learn the meaning of freedom through law; and they learn the value and function of work and the joy of accomplishment.

If we study our program with a view to eliminating something, we might eliminate the things that were added to the curriculum in the eighteenth and nineteenth centuries rather than those added during the twentieth. The programs of music, art, health, physical education, and recreation should not be among the first to go, but among the last because they have been studied and developed in relation to the modern needs of the child. The elimination of these activities means the destruction of the essentials of modern education.

Preparation for leisure is one of the major educational problems of our day. Millions of people now find themselves the possessors of a vast amount of leisure and do not know what to do with it. Boys and girls need to be instructed so they can discriminate between enjoyments that enrich and enlarge their lives and those which degrade and dissipate. Play and recreation are things which education must provide for, and not just tolerate. Educators and social workers know from actual experience that juvenile delinquency gives way before supervised playgrounds. If children and youth of today are denied the benefits of physical education in our schools and colleges, any saving in this expenditure must be compared with the money losses by society required in increased hospital, reformatory, jail, and delinquent cases. Physical education is indispensable for leisure time training in wholesome activities, and for the normal growth and development of boys and girls.



Spontaneous games are the best gymnastics.

A Schoolmaster Gives Italy Strong Men

By

WALTER M. WALLACK

UGO PERUCCI of Milan is doing some significant work in Italy. For years he has been putting his theories of education for delicate children into practice in the open-air school *Umberto di Savoia*. One must believe his ideas sound and worth considering. The International Congress of the Friends of Physical Education and Sports recently acknowledged the *Umberto di Savoia* to be the best school of its kind in the world.

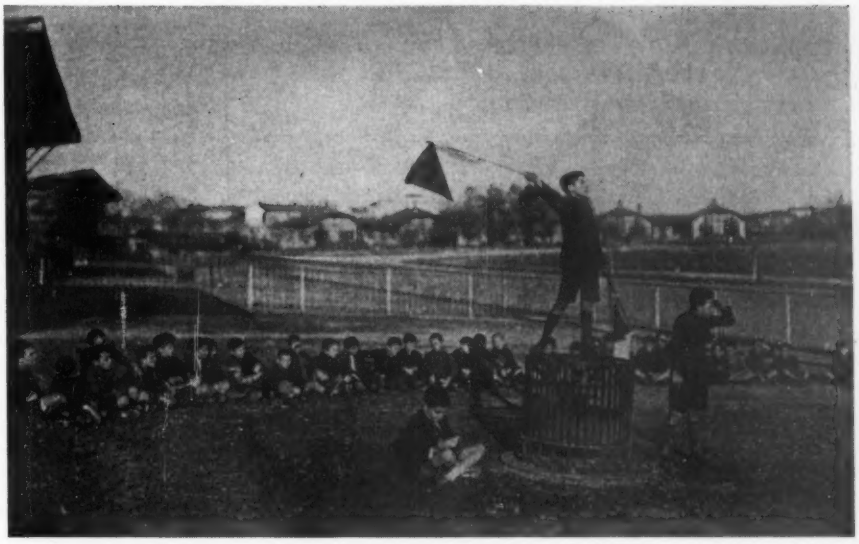
Professor Perucci believes the success of any school, whether for subnormal or normal children, depends upon the opportunity afforded to know the most intimate characteristics of each child. That opportunity is indispensable in educating the physically handicapped. He says, "The nature of the school for physically deficient children makes it necessary for a child to lead a more natural, peaceful, and unreserved life where he soon reveals his intimate self like an open book in which every wise and careful teacher must thoughtfully stop to read and learn."

In the Milan open-air schools and camps the necessary natural cures have undisputed first place. In this setting physical education finds the ground more propitious and fruitful than in other schools where, because they are not so apparent, the physical limitations of each pupil are not readily ascertained. The Milan system assumes that the crux of the whole problem in physical education is in the applications of its benefits to individuals rather than to groups of children. Therefore, from any point of view, a solution to the problem must be found within the natural boundaries imposed by the physical and mental limitations of each child.

Poultry keeping is in the curriculum at Umberto di Savoia.

Children in *Umberto di Savoia* are classified according to well defined psycho-physical case-types. Appropriate physical exercises are adjusted to each child, also one gymnastic exercise which, if not actually medical, is accurately specialized. There is very close *daily* collaboration between doctors and teachers of physical education. Technical difficulties encountered in carrying out useful exercises of methodical gymnastics are adjusted through consideration of personal factors including age, class, sex, and the like. The program sets up a minimum of elementary and consecutive exercises in the lower and

upper classes of the primary schools. Carefully planned ideas characterize the manner of grouping for physical exercises pertaining to open-air recreation. These are small competitions, spontaneous games, purposeful games, and systematic gymnastics. Grouping considers varying elements as represented by the pupils, the surroundings, the weather, and the means at hand for play. The school site, buildings, grounds, and equipment represent an intelligent adaptation to all the requirements of the child group served. The chief element in motivating physical development is the creation of a personal interest in the mind of each child for his own physical improvement.



Signal practice is an interesting game.

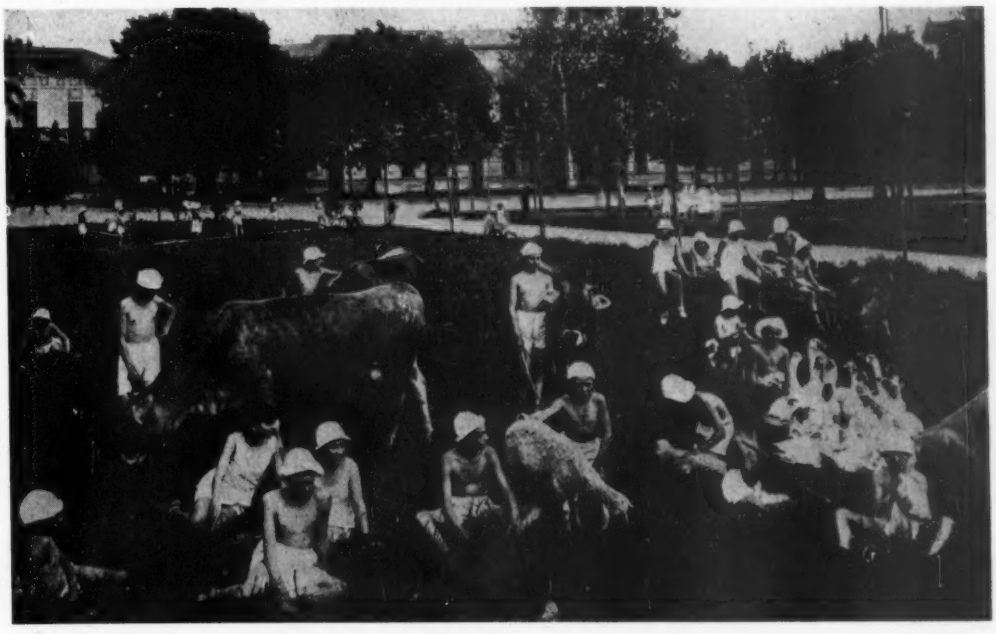
In a recent report Professor Perucci said in part, "Our school takes care of two thousand pupils during the school months and three thousand during the summer months every year. In point of time our contact with pupils is almost double that of public schools. There is direct daily collaboration between teacher and school doctor. Therefore, we are in a position to understand the needs of our pupils.

"Our method is not one of seconding the natural preferences of the pupil, which could be more or less praiseworthy, but is one of applying the distinct superiority of physical exercises of the recreative, utilitarian type, rather than methodical, analytical gymnastics. If it can at all be expressed numerically, we assign to systematic gymnastics one-fifth of the time dedicated to physical education as commonly conceived. The remaining four-fifths is saved for sport-gymnastic exercises that are varied, spontaneous, merry, natural, and useful.

"One of our main objects is to strengthen and often rebuild young physical systems more or less lacking in organic constitution and function. From the clinical charts kept for our pupils, from monthly anthropological measurements, from the periodical visits of the doctor who resides permanently in our schools, from the functional and physiological observations made by individual teachers, we select and distinguish in similar physical groups the types so vastly different, even though selected, that come to our institution. Although not really 'sick' these pupils are always more or less physically subnormal in various ways: constitutionally weak, anemic, convalescent, impoverished, predisposed to tuberculosis. There are many who lack normal bone and muscular development. Such deficiencies vary widely. They consist of spinal column deformities, secretions, flattened chest, winged shoulder blades, residuary forms of rickets. There are also manifested psychic undevelopments such as very slow decision, difficulty in paying attention, timidity, very tardy understanding, or tremendous restlessness. Therefore elementary physical exercises adapted to some are not fit for others. For this reason it is not only wrong but harmful to make

(Continued on Page 45)

Animal husbandry and tilling the soil are body-building games.



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Vol. IV April, 1933 No. 4

The Values of Association Membership

LAST year in June the membership in the American Physical Education Association reached a high mark of 6840. This year, with the teaching positions and salaries so precarious, it was scarcely expected that this showing could be maintained. Yet, to date, the membership list compares favorably with last year, and with concerted drives to be made among non-member teachers, particularly at the time of the coming National and District Conventions, it is entirely possible that the National Association may emerge at the end of the present school year in June with the largest membership in its long history.

The fact that new members are being enrolled at a time when teachers are searching all expenses critically with an eye to economy is largely due to the feeling of need for professional spirit, unity, and improvement that prevails so universally among teachers in all branches of education today. Each teacher realizes that a crisis is being faced and that he (or she) must exert every effort to make his own subject stand justified in the eyes of the community and of the officials who represent the community in proposing tax reducing measures. Every teacher is consequently seeking professional stimulus and inspiration. Every director is consequently fighting to establish a strong *esprit de corps* among his staff and among his students. It is a discouraging outlook but one that can only be met by forceful teaching and by helpful community contacts. Physical education teachers have made surprising headway in their campaign of the last ten years but now they must entrench and fight defensively to preserve the gains that have been won.

"Why do I gain personally by being a member of the A.P.E.A.?" is a question any prospective member is entitled to ask and which this editorial attempts to answer.

There are many gains to the individual member, both direct and indirect. Naturally the direct ones are most obvious. For instance, the JOURNAL of the A.P.E.A. brings 640 pages of current literature to the reader and also keeps the reader informed in news events and happenings over the entire country. In the second place, the member who goes to the National or District Convention, or both, is entitled to a reduced convention fee which is sufficient in amount to practically nullify the cost of his membership. In the third place, the national offices serve as a clearing house for information service and any member has the privilege of having his questions answered in the light of the information that is available.

In the above ways, the member gets direct value received for his membership fee. His membership, however, represents a service to the national body which brings in return many indirect gains of importance to himself.

A gain for the National Association is more than a gain to this organization alone; it is a gain that is shared by the district, state, and local organizations and ultimately by the individual member himself or herself.

What are these indirect gains?

First, probably, is the fact that the National Association throughout its history has been actively interested in pioneering for physical education. Its leaders for many years have met together, have planned, have talked, and have written to develop a community consciousness for the support of measures involving health, physical education, and recreation. Its leaders, not content with securing a place for physical education in the curriculum and the facilities for teaching it, have ever striven to improve the standards of teaching and the caliber of the men and women engaging in it as a profession. The National Association, at the present time, with the invaluable help of the National Recreation Association, has a Field Secretary who travels over the country working for legislation for physical education, interesting civic groups, interviewing city officials, talking before Parent-Teacher Associations, and organizing state societies. This work has largely been instrumental in the passing of state laws for physical education in thirty-six states, and at the present time it is very important that these laws be preserved.

Next, there is indirect aid from the JOURNAL. It is now getting into the hands of many school principals and superintendents in addition to teachers in our own profession. Many school libraries are subscribing to the JOURNAL and in this way it is getting to the attention of school people, students, and parents, whose friendship is very helpful to us in the present period of crisis.

Under its new plan of organization, the National Association has been of great assistance in strengthening the district and state associations and has aided them in their important work of furthering local developments.

In addition to the promotion work that is being done by the National Association, in addition to its publications, its conventions, its committee studies, and its information service, it is contributing many important personal services through its leaders. By virtue of their offices, the national and district leaders are constantly being called upon to speak before gatherings of civic groups and before gatherings of educators. These leaders have given unstintingly of their time, realizing that this extra burden of service is necessary now as never before in order to give general educators and the public at large an understanding of the progressive trends in physical education and of its new meaning as interpreted by modern educational philosophy.

In view of the services that the National Association

is rendering, membership becomes more than an individual concern, more than a matter of individual gain. It means identifying one's self with a larger cause and assisting one's profession to grow in strength and ideals. At the same time, the individual shares in the additional strength that thus accrues to his profession. The enhanced prestige makes it easier for him to promote and maintain his program in his own community. If national promotion can assist in making the public, administrative schoolmen, and general educators more sympathetic with our work, then each individual instructor naturally gains by this enlightened attitude toward his problems.

These are some of the reasons why each teacher who has professional interest and loyalty to physical education should be an interested member of the National Association. To those who have made this profession their life work, it should be regarded as a calling which is bound to bring wholesome results in health, character, and happiness to the large number of children entrusted to their charge.

Physical Education Is Grateful

ENCOURAGING news has come to the Association offices from Iowa and Indiana. In both states, the legislatures have voted to retain the physical education laws. In the face of adverse legislative action, Karl Greenlee, President of the Iowa State Physical Education Association, Louis Hutto of Des Moines, and other energetic leaders, concentrated on educational campaigns to acquaint the public with the true meaning of the physical education program. As a part of this campaign, the Des Moines Public Schools presented an impressive exposition of an all-round program of activities and health work. Among the many thousands of spectators, the legislators attended as honored guests. The new understanding that they gained resulted in favorable action for physical education.

In the state of Indiana, Miss Clara Fedler, President of the State Association, Birch Bayh of Terre Haute, Willard Patty of Indiana University, and H. E. Moore of the State Department were among the many leaders who worked indefatigably to defeat a legislative repeal bill. Over the country other leaders have similarly been active. As president of the Wisconsin State Society, Guy S. Lowman has been most forceful in measures undertaken to acquaint the public with the need for physical education. In each state a roll of honor could be made for similar outstanding service.

In this work of educational campaigning and promotion, certain organizations are rendering aid that is invaluable. Among these are the Parent-Teachers Associations, the American Legion, the Federation of Women's Clubs, the Tuberculosis Associations, the Public Health Associations, and all other agencies interested in child and adult welfare.

Health and Physical Education in the Modern Program

A MODERN school program aims toward the education of the pupil in every phase of his life. Since so much of his success and happiness in life depends upon his health, we have after many years of neglect placed the education of the physical along side of the education of the mental and the moral. In other words, our health and physical education program contributes to this vital sector that has so long been neglected.

To omit any phase of the child's education—mental, moral or physical—is to create a blank in his development and to handicap him for life.

We set ***health*** as the first objective of education and no one disputes its being properly placed. However, when one wishes to place health and physical instruction in its proper place in the school program we hear objections from various people, both educators and laymen. It is a question of being consistent; if we believe that ***health*** is the first objective then it follows that we need to give health and physical education a place in our school program so that it can make its contribution. Health is only one of the major objectives of this sector of education. The social qualities of courage, initiative, honesty, cooperation, and self-confidence are likewise important.

If we are to produce the "well-rounded" educational product that modern society demands, then our program of education must likewise be "well rounded." The health and physical education program in our schools is making its contribution to this broad type of education so necessary in our complex modern existence.—By *H. E. Moore, Assistant Director, School Inspection Division, State Department of Public Instruction, Indianapolis, Indiana.*

A Challenge to Physical Educators

IN MANY sections of the country, physical education along with other so-called "special subjects" is facing a serious situation. Administrators are being forced to cut their budgets to the "quick" and quite naturally physical education is coming in for its share of consideration in that cut. Why quite naturally? Because of the fact that it is common practice to follow seniority ranking in a curtailment of any kind, physical education, being one of the last educational forces to come into the fold, is hence one of the first to be very critically scrutinized.

There is a strong movement under way to eliminate state requirements for physical education in some quarters where formerly physical education was thought to be strongly entrenched. How are we to combat these forces? Four possible suggestions may contain food for thought:

1. By selling physical education to educational administrators as we have never sold it before; by putting on such a program as will convince students that our work means something to them in the course of the school day and is not merely a "gym class."

2. By engaging in such research studies as will show the educational world that we are doing scientific thinking on our problems.

3. By identifying ourselves so closely with the work of the community that we may have channels other than those provided by the school through which we may promote physical education.

4. By cooperating with administrators in their attempt to prune expenditures to the bone. Let us come to the realization that these are perilous times and that expenditures which cannot be justified in the light of the times may cause incalculable damage to the profession.—By *Frederick W. Cozens, Ph.D., University of California at Los Angeles.*

What Should the Health Education Program Accomplish?

By

WILLIAM PRAKKEN

Principal of the Highland Park (Michigan) High School

THE ANSWER to the above question is contained largely in the statement that the school has done to a remarkable degree what I could have wished it to do. It has doubtless fallen below the expectations of some health-conscious parents but unquestionably has greatly promoted the physical well-being of hundreds of students whose parents have given no thought to any health program. There are parents by the hundreds in communities where physical education has no place in the curriculum and in these places the children will follow in the footsteps of their parents. In the larger communities where physical education advantages are enjoyed by the children there are still scores of parents who were brought up elsewhere and whose standards of education were formulated entirely without reference to physical education. It may be expected that the next generation, brought up in an atmosphere of health activities, will be more insistent in its demands for an adequate health program for its children than those of the present generation have been for theirs. And if the schools respond to outside pressure in this matter as they so often have in other things, proponents of physical education may look for their "Golden Age" somewhere in the immediate future.

In this article I have discussed mainly a principal's expectancies of accomplishment in regard to the health education program for boys. I realize that the girls' program presents fewer difficulties in the way of realization, because freed from the responsibilities and worries of coaching teams which are expected to win, the women health education teachers can devote their time fullheartedly to the attainments of the broad objectives outlined in this article—the attainments to which I, as a principal, consider that most of the health education instructor's time should be given.

The short-sighted view sees physical education only as it concerns itself with competitive sports, concentrating on the few and assuming that the object has been reached when a "championship" has been won. In these matters the schools and the physical educators are forced to listen to the noisy demands of a minority of the community whose ideas are wholly unrelated to the ultimate improvement of the health of the students. It may be too much to ask that the public reform its position on the matter in any big hurry but a decided change seems to be imminent both in school and college policy due, it is hoped, to properly reading the signs of the times.

The broad-minded physical education policy lays the emphasis squarely on health. It likes to use the word "health consciousness" and wants to interest all the students in its program. It is more concerned with the health standards of hundreds of boys and girls for whom it takes responsibility than in the personal accomplishments of the few. As a principal I am greatly interested in this program for the *average* boy for I know he is one of the larger group who loses out in the selection of the "team" and so also loses out in his health education. The intramural program set up by many schools and colleges would seem to meet the larger and saner demands of general participation so effectively as to leave no room for argument. This new phase of athletics, when adequately provided, meets the situation.

I like to feel that the teachers who are responsible for the health education in my school are men and women whose primary responsibility and interest is in this field. Their training and preparation for this work should have been specific and intentional, their selection based on choice and adaptation. The men teachers should know boys and have a sincere friendship for them. Of course they should be men with whom boys will find it most profitable and pleasant to associate and such men will realize that their contacts with the students, because informal and casual to a considerable extent and allowing a freedom not usually granted by other instructors, give greater opportunities and greater responsibilities than those exercised by others of the faculty. Their technical preparation for their work cannot be too complete. It easily overlaps into the field of the doctor, the nurse, and the trainer. The physical director will have abundant occasion to use all the information he can muster in the fields of anatomy, physiology, hygiene, first aid, life saving, and related subjects. This academic preparation plus an enthusiasm for boys and a personality that invites confidence will make a situation that any school system will easily appreciate and to which any father would be glad to entrust his son.

I SHOULD like to feel that the health department is interested in all the vital aspects of the student's physical welfare. It is relatively unimportant whether or not he makes the swimming team but it will be vitally important if a curvature goes unnoticed. A mother reproached the principal of a high school at her son's graduation because the health department had never called to her attention his uneven shoulder heights. A serious handicap this might become. The boy's posture should receive attention as well as his "eligibility." His arches, eating habits, study hours, his cleanliness—these and many others are proper matters of concern to teachers of health. The physical education department might very well assume the responsibility for dealing with the cigarette problem as it pertains to the school. In fact the school is almost the only agency that is even expected to do anything to stem the tide of cigarette smoking. The value of fresh air, especially in sleeping rooms, and of proper food, the times and seasons for exercise, and the

amount and nature of it, are all items that I should like to have the school recognize as important in the program of physical education. It would make the student "health conscious" if he received admonition and advice on these matters whenever necessary and if his progress was a matter of record in the health department office. This advice should of course come from those who are interested in a health program.

The program that I might like for each boy in physical education pertains also to his "health consciousness," his sane attitude toward things for his own good, and his willingness to put into practice these same things. He should be progressively more aware that his health and habit equipment constitute a most valuable capital in his subsequent career, and that a lack of this equipment might be the reason for later failure. The Theodore Roosevelt story of a fight for health would fit at this stage. The boy needs also to be taught the lesson of reason and moderation in all things athletic. No one can teach these lessons as effectively as the "gym man" who has gained his confidence. This attitude toward good health habits, as learned from the school, is subject to variation. The early admonitions of the elementary grades, unbiased by the demands of keen competition, are sound and easily heeded. Later, however, physical welfare is apt to become lost in the maze of competitive sports. A state of "health consciousness" fostered progressively through graded exercises and graded instruction and culminating in a state of mind that turns naturally to the healthful and the moderate is the objective to be sought.

Another benefit that I hope each student may derive from his physical education program is that growth of desirable qualities known as "character building." If he acquires half or a quarter of all the virtues that speech-making coaches ascribe to "playing the game," I shall be more than satisfied. After sufficiently discounting the extravagant claims of some of these there still remain, of course, decided advantages in competitive games properly played and properly handled. No boy can receive the knocks and interferences, the failures and defeats that beset games, without having his self-control, his patience, and his sportsmanship considerably improved. Nor can he commit his off-sides and his fouls and suffer the resulting penalties without constant reminders that violations of law and order bring their just deserts. Later, slogans from the playing field, ground into his system during the play-days may strengthen his sinews when he needs it most. "Play the game," "hold that line," "don't foul," "hit that line hard"—these are good sentiments. Character can well be developed in athletic competitions and, in order that each student may get his full share of these benefits, he must be assured of his chance to enter these contests. A well regulated health program will give him his chance.

Then I would like to see each boy enjoy play. Not that he needs to be particularly skilled—although proficiency should be a decided asset—but he ought to play as if he enjoyed it for sheer fun. There seem to be so many adults who make work of their play, who get tense at the start, and more tense as the game proceeds. A poor play upsets them. Play must be *play*. Then there are some, although comparatively few, who have never learned to play at all. Owing to unfortunate early home environment or sickness or for other sufficient reason they have never learned to play; and if they have attended a school where physical activities were lacking, of course the condition remained. In the larger cities with apartment houses, no back yards, and no open country, it is surely a necessity to give boys and girls gymnasiums and playgrounds where the natural urge to play can be realized. Play should be enjoyed and appreciated "not for health, not for decrease in juvenile delinquency, not for cure of neurasthenia but for its own sake, for the indwelling satisfaction that comes to him who plays." Also—"The goal here is continuation of activity. To secure this there must be acquired a skill that will rank the individual above the novice class for his stage of development, and sufficient love for the activity to afford an incentive to participate even where the conditions are not favorable. The close relationship between love for play and skill in play establishes the justification for reasonable perfection in the activity."

IN TIMES like the present, some members of every community can find items in school expenditure which ought to be eliminated for the sake of economy. Education to these people would be largely or solely concerned with the old standard subjects, the three R's. The so-called special subjects are the first to be attacked because of their supposed unimportance and costliness. And of these, physical education is often singled out as one of the first to be eliminated. It is hard to understand the reasoning that leads to this conclusion. In later life, health is considered of supreme importance. I would consider it one of the greatest calamities that could befall my own son if his health should break down in the prime of his life. In middle-age or later life, robust health earns our ardent admiration while cripples and invalids enlist our sympathy. But who knows what foundation for a vigorous constitution can be laid during school days under a sane physical education program? How much joy will be stolen from childhood by removing the opportunities that the school now furnishes for recreation and free play? And, in regard to the expense, most schools will find that the cost of teaching physical education is far below the cost of teaching the academic subjects. This is easily accounted for by the fact that gymnasium classes are always much larger than the academic classes, enabling one man on a gymnasium floor to handle several times the number in any academic class. It would probably take most drastic cuts in many or all of the special subjects, the so-called "frills," to accomplish noticeable economy. It certainly would be a step backward to eliminate our physical education program.

There are other phases of the health program that might be mentioned as contributing in a very marked way to the health of the boy in our schools. Prominent amongst these is the school nurse and her department. I am glad that each student has a reasonable chance to avoid contagion

(Continued on Page 59)

Some Phases of Body Mechanics

By

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OUR INTEREST in body mechanics finally became aroused in seeking for a remedy for neuralgic pain and tenderness which may occur in any part of the body but which are often wrongly interpreted as evidence of a non-existent disease of an underlying organ.* For instance headaches are commonly regarded as being due to brain aches and yet approximately 50 per cent of them are due to the scalp aches of neuralgia. The neuralgic scalp ache may involve one or both sides of the head or may extend down the back of the neck far below the level of the brain. During the headache the affected region of the scalp and neck will be found unduly sensitive on pinching the skin or on compressing the scalp between the finger tips and the skull. Neuralgic pains of the chest and arms are often mistaken for angina pectoris even when all tests show the heart to be entirely normal. By far the most frequent cause of pain in the breast of women is neuralgia of the nerves in and around the breast. The pains persist in the remaining adjacent nerves even after complete amputation of the breast.

Neuralgia of the nerves in the soft abdominal walls causes abdominal pain and tenderness more frequently than do all the lesions of all the organs contained within the abdomen. Physicians generally do not consider the possibility of localized or diffuse abdominal pain and tenderness being located in the abdominal wall and then wrongly consider these symptoms as evidence pointing toward a disease in some one of the underlying intra-abdominal organs. We have found that two very simple tests definitely reveal whether the tenderness is located in the abdominal wall or inside of the abdominal cavity. (1) Any tenderness that is found by firm finger pressure (palpation), while the patient balloons out his abdomen and holds his abdominal muscles as tense as possible, is necessarily in the abdominal wall because the tense abdominal muscles prevent the examiner's fingers from coming in contact with sensitive intra-abdominal organs. (2) Pinching of a liberal fold of the abdominal skin and fat reveals hypersensitiveness in the area in which neuralgia is present. The routine application of these two simple tests in all patients having abdominal pain or tenderness would prevent many needless abdominal operations.

Similar neuralgic pains in the buttock are often mistaken for symptoms of sacro-iliac or hip joint disease. Further down the lower extremity neuralgic pain is mistaken for the pain of muscle strains, periostitis, knee joint disease, and varicose veins.

There are many causes for these neuralgic pains but today we will consider only the most common cause and that is some form of spinal lesion, usually scoliosis, excessive lumbar lordosis, or spinal arthritis. We are not particularly concerned with spinal arthritis in this discussion and will dismiss it except to mention that it mainly affects patients beyond mid-life and is often associated with bad body mechanics which calls for treatment by appropriate exercises.

Scoliosis and excessive lumbar lordosis may cause neu-

*Presented at a meeting of the American Physical Education Association, April 21, 1932.

Fig. 2

Fig. 3

Fig. 2—Natural posture

Fig. 3—Improved Posture

Fig. 9—Three years later than Figure 2

Fig. 10—Vicious effect of throwing shoulders back

Fig. 9

Fig. 10

ralgia at any age and they, either singly or combined, are the usual causes before the age of thirty-five years. They act by causing unnatural stresses and strains on the smaller intervertebral joints which probably result in inflammatory exudates into and around the joints creating pressure on the spinal nerves as they pass through the intervertebral foramina on their way to the surface of the body.

In scoliosis we always hunt for a short leg and it is surprising how commonly we find it. A rough test for discovering a short leg consists in the patient standing with feet together and weight evenly distributed on them while the examiner, seated behind the patient, compares the relative level of his own index fingers which are held level at the highest points of the patient's iliac crests. Considerable accuracy is attainable after a little experience. The amount of shortening is then ascertainable by placing blocks under the foot of the short side to bring the iliac crests to the same level. By using various combinations of four blocks three inches wide, one foot long and in thicknesses of $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{2}$ and 1 inch, any difference in leg length from $\frac{1}{8}$ inch to $1\frac{7}{8}$ inches is easily determined. Actual measurement of the length of the legs is somewhat more reliable provided various well known precautions are observed.

Some writers advise disregarding inequality in leg length but we invariably equalize the length by elevating the heel of the shoe on the short side. With a short leg a low shoulder may be present on the same side or on the opposite side. It is very interesting to observe a low shoulder rise as it does sometimes when an elevation is placed under the opposite short leg. When the spine is pliable simple elevation often is enough to abolish the scoliosis. We have repeatedly noted the disappearance of neuralgic pain and tenderness of long duration after the application of lifts of only $\frac{1}{2}$ to $\frac{5}{8}$ of an inch. Functional scoliosis is corrected by the same exercises which we employ for excessive lumbar lordosis but transitional scoliosis requires a modification of the exercises in order to stretch shortened muscles and contract the opposed muscles. Structural scoliosis calls for various forms of orthopaedic treatment, the discussion of which is beyond the scope of this paper.

Excessive lumbar lordosis is simply one phase of bad posture or bad body mechanics which is commonly found in the asthenic visceroptotic type of individuals. It is very rare indeed for us to encounter neuralgic pain and tenderness in the individuals of the A and B type of posture. Neuralgia is fairly common in C but is most frequent in D posture. In a large percentage of the cases of neuralgic pain and tenderness in children and adults the problem of treatment therefore consists in overcoming or ameliorating the bad body mechanics of the C and D groups. After investigating the various means of bringing this to pass we finally selected the exercises which were evolved by Goldthwait and his colleagues as being the most rational and practical. These exercises are described in Thomas's booklet on *Body Mechanics and Health* and in Cochrane's *Orthopaedic Surgery* and we will not go into details concerning them. The mere study of those books however does not make one an exercise expert any more than a correspondence course makes one an expert fullback.

There is no question whatsoever in our minds as to individuals being able to improve their posture or body mechanics and to maintain that improvement with loss of their abdominal pains. We are also convinced that exercises *alone* have little effect on posture. Special exercises are an essential first step however in the correction of faulty posture or body mechanics in three main directions. (1) They improve the tone and power of flaccid, feeble muscles particularly of the abdominal wall and buttocks and they help to elongate contractured muscles particularly the paraspinal and pectoral muscles and for these reasons the exercises should be continued daily for months or years. (2) They educate the patient in voluntary muscle control by training his brain and nervous mechanism. (3) They make the patient posture conscious.

Improvement in body mechanics is directly dependent upon and proportionate to the amount of time in which the individual holds his body in the corrected position between the exercise periods which latter may be only for fifteen or twenty minutes once or twice daily. This preceding statement is most important and is not duly emphasized in the great majority of books and papers dealing with body mechanics. Furthermore there seems to be a pernicious tendency at the present time for writers on body mechanics for school and college students to apply a sugar coating for corrective exercises and attempt to administer them under the more euphemistic terms of rhythmic dances and story plays without any follow-up as to the need for maintaining good posture between the exercise periods. Sugar-coated exercises are commendable for pre-school children and for pupils in the primary grades in order to develop the muscles essential in producing good body mechanics. For instance Richardson and Hearn's exercises of walking like an elephant, duck, rabbit, or giraffe are excellent for the pre-school child for whom they were devised but in themselves will not correct nor materially improve bad body mechanics. The sugar coating needs to be abolished at a relatively early age—possibly by the eighth and certainly by the tenth year of life—and must be replaced by insistence on the need for maintaining good posture all of the time between the exercise periods. The maintenance of good body mechanics between the exercise periods is greatly facilitated by the development of posture consciousness. To hold the body in the corrected position at first may require such a very definite mental and physical strain that it should be attempted for part time only but the longer it is persisted in the easier it becomes until the better posture is maintained without conscious effort.

Our patients have the relief of pain as a special incentive to hold the corrected posture between exercises but that incentive, being lacking in the great majority of children and young adults, needs to be supplied in some other form. Education as to the importance of good mechanics, exhibition of improvement in body mechanics of the individual as demonstrated by silhouettes or grade markings, etc., do exert sufficient influence to keep the minority up to the needed effort but they leave the majority so indifferent to the proposition that the efforts of the physical educators in schools and colleges must be supplemented by help from the class teachers along the lines described by the White

House Conference report on *Body Mechanics* in the Chelsea School experiment. The class teachers themselves were taught the principles of good body mechanics so that they could supervise exercises and could apply repeatedly during the day intelligent advice to slumping individuals about snapping into better posture.

Unfortunately there is much misdirected teaching in the attempts to improve body mechanics. This fault lies primarily in many of the schools of physical education which teach an erroneous conception of the fundamental principles of body mechanics. A short time ago we had as a patient a young woman with a sway back which she promptly corrected under instruction. Recently when she was examined at a prominent school of physical education she was informed that her back was too nearly flat and that she needed more of a lumbar lordosis to give resiliency against jars and shocks of the spine. This school, as do several others, teaches that the ordinary competitive school and college athletics include everything needful to obtain good body mechanics. The teaching, properly abandoned within the past few years at West Point, that holding the shoulders back is the best method of correcting round shoulders is still very prevalent. These ideas are all so fallacious and so futile in results as to constitute the only justification that Rogers has for claiming that he has never seen any improvement result from efforts to correct bad body mechanics.

We personally are not interested in the esthetic value of a straight back. Tailors and dressmakers have learned to conceal the hollow backs possessed by the great majority of their customers. We are tremendously interested, however, in the curves of the back as one of the most easily recognizable indices of body mechanics. Hollow back, sway back, or excessive lumbar lordosis is invariably associated with visceroptosis and we are concerned with overcoming the derangements of ptosed organs. Reduction in the lumbar curve results in elevation of viscera as evidenced by the roentgenograms shown herewith. Roentgenograms taken of adults in the standing position demonstrate that the ptosed viscera in the slump position are elevated in corrected posture in the case of the barium loaded stomach commonly four to five inches and occasionally in excess of six inches; of the small intestines two inches or more; of the cecum and hepatic flexure of the colon two or three inches; of the kidney two inches or more and of the heart and diaphragm two inches. These are the results obtained by flattening the lumbar curve and far outweigh any misconceived theoretical advantages of lumbar lordosis being necessary to give spinal resiliency. The greater the lumbar curve the greater is the constant strain on muscles and ligaments. Moreover the intervertebral discs supply all the shock absorbers the spine needs.

In our opinion competitive athletics have practically no influence in correcting bad body mechanics. The only method of correcting it is by specific posture exercises and continued efforts at holding the body in corrected position.

Whenever the spine deviates by a curve either laterally or antero-posteriorly at any given level it is apt to develop a compensatory curve in the opposite direction at another level. In our experience the round shoulders of youth are nearly always compensatory for an increased lumbar lordosis. If the round shoulders have not existed sufficiently long to become "fixed" the reduction of the lumbar curve automatically straightens up the rounded shoulders. On the other hand efforts at correction by holding the shoulders back increases the lumbar lordosis and visceroptosis. The oft repeated advice of parents to their round shouldered children to "hold up your shoulders" should be changed to "pull in your tummy."

Fig. 1—
D Posture

A not infrequent example of ignorance of the principles of body mechanics is illustrated in Figure 1. This ten-year-old boy with D posture was examined by the physician of a Philadelphia private boys' school noted for its high scholastic standards and was rated as having good posture. Such mistaken reports mislead parents and no doubt often deter them from taking steps to have the faulty body mechanics of their children properly investigated and treated. Some months ago we received a letter from a physician stating that he had been assigned to look after the physical education of 750 college students and that among them he had found 7 with hollow backs and requested our advice as to their treatment. It is obvious that he must have overlooked some 500 other students with faulty body mechanics. Another evidence of misconception of the whole subject of body mechanics is the custom of some schools in concentrating all their efforts in one "posture week" winding up with a truly pathetic parade of stiff-backed pupils and a bestowing of medals upon those who hold their shoulders thrown back to the greatest extent.

The proper time to control body mechanics is during childhood when the various structures involved are pliable and easily moulded. If uncorrected during childhood, body mechanics tend to become worse in adult life and far greater efforts are required to tone up flaccid muscles and stretch contractured muscles and ligaments. Some schools and colleges are to be commended for demanding that their students attain the A or B grade before being permitted to participate in competitive athletics. When the time finally arrives that the supply equals the demand for physical directors properly trained in body mechanics we hope that the school authorities will make improvement in body mechanics as essential for promotion of the pupil from grade to grade as they now demand for scholastic attainments.

Some of the alterations in conformation which result when the individual changes from slump posture to corrected posture are shown in the illustrations. All photographs and roentgenograms were taken with the patients in the standing position. The paired illustrations represent bad body mechanics on the left and good body mechanics on the right. Figures 2 to 8 were all made on the same patient three years ago at which time the girl was ten years of age. She had received instruction in exercises only three times before the good body mechanics pictures

were taken. She received only three further lessons in exercises and in maintenance of good body mechanics at that time and then passed from under our direct observation. She, as well as her brother and sister, put into practical effect the information they acquired with resulting great improvement in the natural posture (body mechanics) of all three of them.

The natural pose with forward head, round shoulders, sunken chest, hollow back, and prominent lower abdomen representing a posture between C and D is shown in Figure 2 and the improvement in all these abnormalities by muscular effort to practically an A posture is shown in Figure 3.

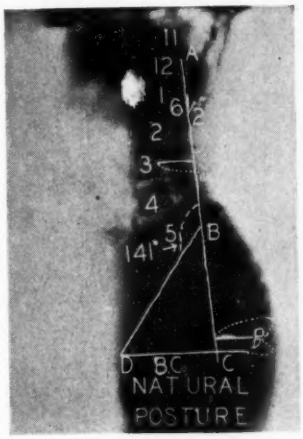

Fig. 4—Lateral Roentgenogram

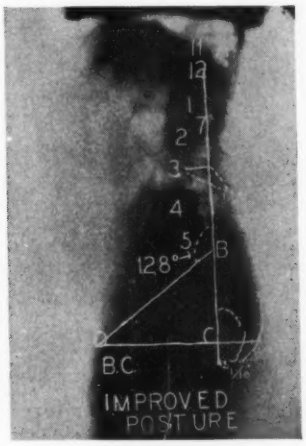

Fig. 5—Lateral Roentenogram

On each of the roentgenograms of Figures 4 and 5, the line AB has been drawn from the bottom of the posterior edge of the eleventh thoracic vertebra to the top of the posterior edge of the sacrum and is continued straight downward to C. From B another line is drawn to D at the symphysis pubis. A comparative study of the original X-ray films reveals (1) partial flattening of the lumbar lordosis increases the length of the line AB from six and one-half inches to seven inches thereby adding one-half inch to the patient's height; (2) the distance from the posterior aspect of the third lumbar vertebra to the line AB has been diminished from one and one-quarter inches to one inch; (3) the angle ABD which normally varies from 120° to 130° is reduced from 140° to 128°; and (4) as a result of "rolling" the pelvis on the heads of the femurs as an axis the tip of the coccyx is one inch nearer the line ABC in the improved posture of Figure 5.

The antero-posterior roentgenograms of Figures 6 and 7 indicate that in relation to the base line AB the symphysis pubis rises one inch as the result of "rolling" of the pelvis and the barium filled stomach rises one and one-half inches. Under fluoroscopic examination this patient commonly elevated the stomach a full two inches but she did not produce maximum elevation at the moment the X-ray picture in Figure 7 was taken.

The lateral roentgenograms demonstrate flattening of the excessive lumbar lordosis; flattening of the lower abdomen; elevation of five-eighths of an inch in the symphysis pubis; and an elevation of two inches in the stomach.

Figure 8 is a diagrammatic representation of measure-

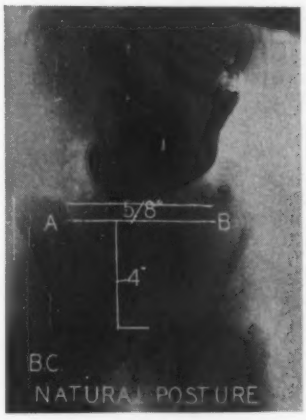

Fig. 6—Ptosed Stomach

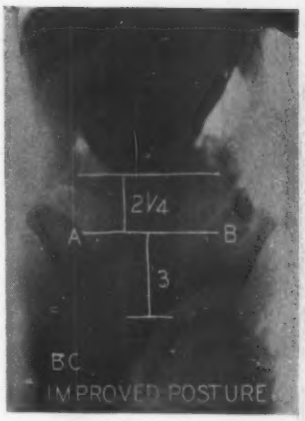

Fig. 7—Elevated Stomach

ments taken from the floor to various easily identifiable anatomical points on the body surface. The total height increased three-quarters of an inch in good posture due mainly to partial straightening of the lumbar curve. In nearly all patients examined the lower end of the sternum (xiphoid) is the point that shows the maximum rise from the floor due to an upward rotation of the ribs being added to flattening of the lumbar curve. In this patient the xiphoid rose one and one-quarter inches. On the other hand the tip of the coccyx (not shown in diagram) descended slightly over one inch as a result of rolling the pelvis.

In Figure 9 is shown the present posture of this child following a series of only six lessons in posture correction given three years earlier at the time the original illustrations were made. Figure 10 indicates the pernicious [illegible] of increasing the lumbar curve by "throwing the [illegible] back."

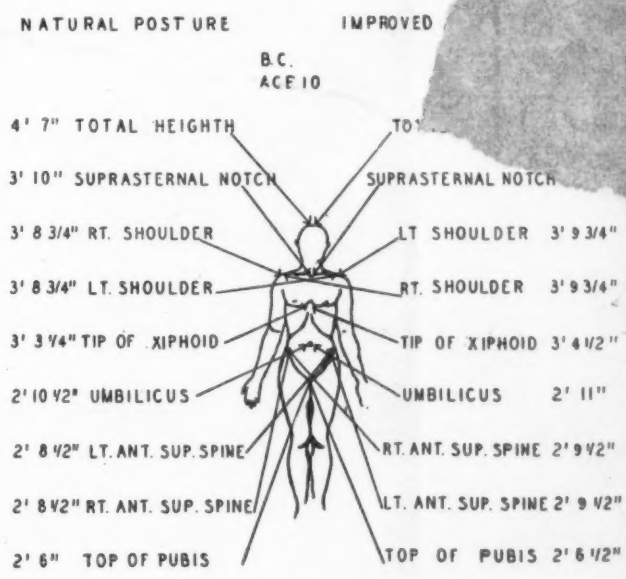
NATURAL POSTURE
IMPROVED
B.C.
ACE 10
4' 7" TOTAL HEIGHTH
3' 10" SUPRASTERNAL NOTCH
3' 8 3/4" RT. SHOULDER
3' 8 3/4" LT. SHOULDER
3' 3¼" TIP OF XIPHOID
2' 10½" UMBILICUS
2' 8½" LT. ANT. SUP. SPINE
2' 8½" RT. ANT. SUP. SPINE
2' 6" TOP OF PUBIS
SUPRASTERNAL NOTCH
LT SHOULDER 3' 9 3/4"
RT. SHOULDER 3' 9 3/4"
TIP OF XIPHOID 3' 4½"
UMBILICUS 2' 11"
RT. ANT. SUP. SPINE 2' 9½"
LT. ANT. SUP. SPINE 2' 9½"
TOP OF PUBIS 2' 6½"

Fig. 8—Distances from floor

We as physicians hope the time is not too far distant when routine prevention or correction of faulty posture

(*Continued on Page 57*)

Aims in Health and Physical Education

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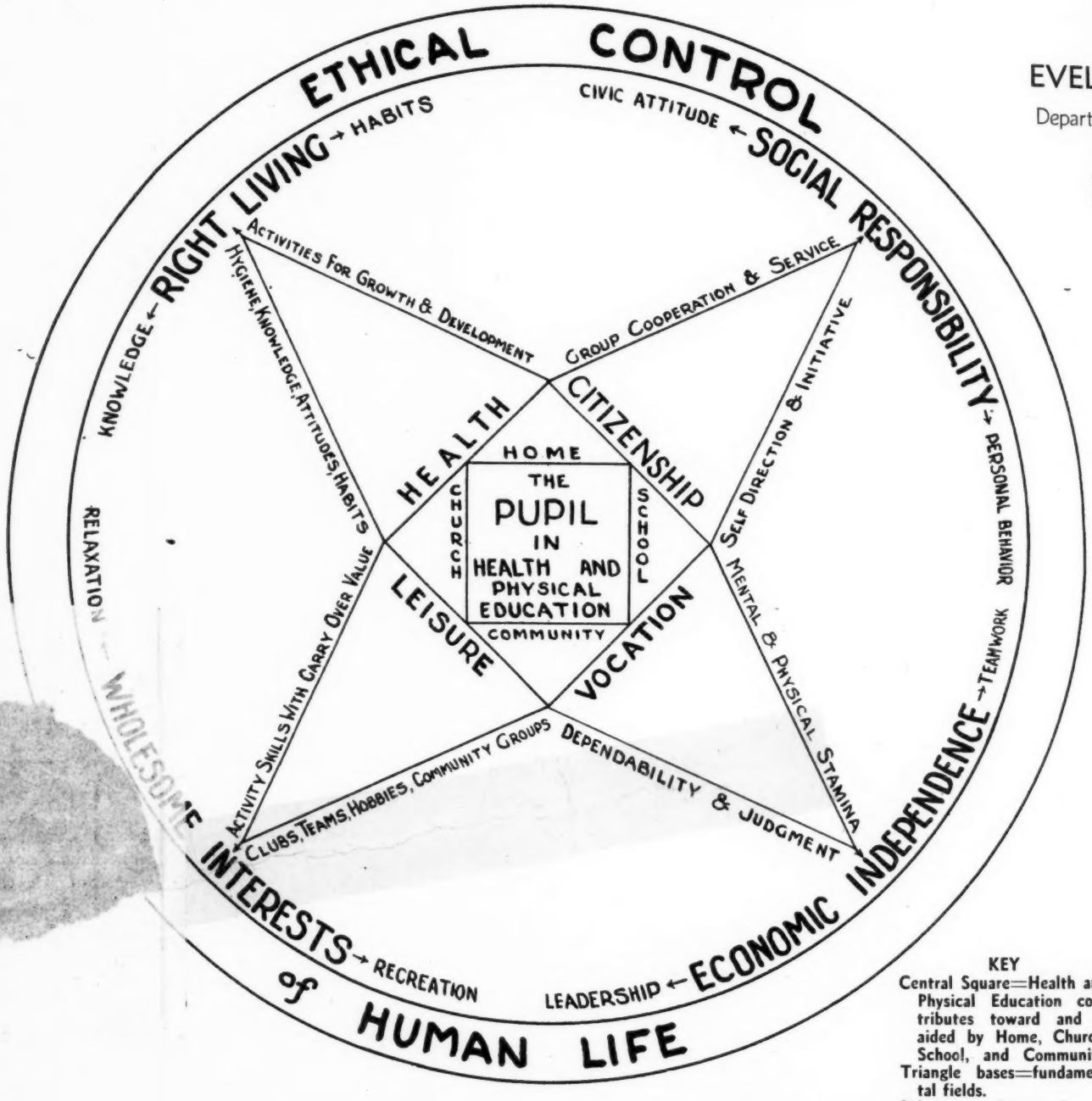
Department of
Oliver H
Pittsburgh



KEY
Central Square=Health and Physical Education contributes toward and is aided by Home, Church, School, and Community.
Triangle bases=fundamental fields.
Sides=immediate goals.
Peaks=larger goals.
Outer circle=ultimate aim.

Does Your Superintendent Realize?

That Health and Physical Education concerns the pupil himself; deals with the *living material* as contrasted with the media and subject matter of most other branches of education!

That Health and Physical Education is pedagogy by *participation* and actual practice. It is laboratory method, self-testing, self-finding, self-directing in squads and teams.

That Health and Physical Education is an indispensable and *integral part* of true education.

That Health and Physical Education should be a required subject for all in elementary and secondary schools at least. It is as much the duty of the state to provide for the future citizen's *health status* as for his mental standards: to this end this program is now required in nearly forty states.

That Health and Physical Education, properly planned and directed, can be graded and tested and *should bear scholastic credit* the same as any other major subject.

That Health and Physical Education provides *a physical*

Scope of a Complete Health Program

By
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rtment of Physical Education
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Pittsburgh, Pennsylvania

KEY
Central Square=Complete program contributes to and is supplemented by 4 agencies.
△ bases=4 great fields in Health and Phys. Educ.
△ sides=means and activities.
△ peaks=immediate goals.
Outer circle=ultimate aim.

You Should Convince Him!

outlet for natural drives for play and activity and large-muscle movement.

That Health and Physical Education provides *a moral and mental outlet* as a means of expressing moods and feelings through movement; dramatic action through pageants; rhythmic action through the dance; combativeness through competition; gang spirit through teams.

That Health and Physical Education classes *provide for one hundred students* in one room under one teacher in one period; an economy when building programs are stopped, and teacher loads are considered. A few balls cost less than the average classroom equipment and supplies.

That Health and Physical Education is all the more needed in periods of economic stress when normal growth is retarded by nutrition problems, mental stability is upset by home conditions, and play time is restricted by part-time employment.

That Health and Physical Education has grown in con-

tent and method since present administrators suffered through one of the gymnastic "systems" or got along beautifully without any. Modern city life with few play spaces and dangerous streets does not provide adequately or safely for the children of today without reserved playgrounds and facilities properly supervised and directed. The child cannot get along on the play plan of his father, who had vacant lots and horse-drawn traffic, any more than he can on the old health plan whereby father was purposely exposed to the whooping cough and measles of his brothers because he "might as well get it sooner as later!"

Yes, health and physical education has evolved, in some localties farther and faster than in others, and the same fact must be remembered in regard to the teachers themselves.

First in time, "physical culture" was prevalent, the original idea based upon measuring the biceps and other musculature and trying to increase the body dimensions.

Then came the contributions of the European systems with their military background, and with precision movements exactly directed to a minute degree. There was little respect for the abilities and limitations of the individual. This program was teacher-directed and rigidly controlled throughout. It was recreative to only the few, provided no relaxation, and developed little pupil initiative or self-direction.

Athletic competition followed in order and more nearly met with the American idea. In the early days a graduate athlete was the coach under alumni control. Competition became both state and national, and a slogan "win at any cost" frequently prevailed. This led eventually to the familiar varsity system of athletics with its competition for only the outstanding players. The emphasis was not upon the pupil but upon the prize.

World War draft statistics plainly showed up the defects and deficiencies in the above lack of thought and plan. The cheering thousands needed corrective treatments. It was evident that the educational system must be made to include *a universally participated-in program.* Educators met to work out the problem; probably most rapid progress was made in the women's division, but progress was effective throughout all phases. The change was not just in nomenclature but also in content, emphasis, method, and aim.

The broader health and physical education program that evolved provides:

(a) Activities so directed as to create citizenship ideals, to evolve character-forming elements, and to stimulate emotional and mental responses which will determine behavior habits.

(b) Careful gradation of activities in accordance with pupil aims, physical and mental abilities, and physical and psychological needs.

(c) Directed large-muscle group activities to overcome unhealthful strains and stresses of modern social and economic life.

This broader program includes not only the physical activities conducted by the average physical director, but, in the larger cities, hygiene instruction by text and project methods. Health service, as shown on the chart, "Scope," also comes under some of the larger school programs, directed by an M.D. and including pre-school clinics, the services of school doctors and nurses, school dentists, etc.—a service conducted in cooperation with existing regular medical channels and doubly valuable today.

In physical education the actual content is now more inclusive, but principally the emphasis and method are changed. The teachers motivate their plans in accordance with the needs and abilities of the individual. Discussion, during or at the end of a period, brings from the pupils better methods, and student judgment and approval of reactions that have occurred. The activities are composed of coordinating and self-testing elements. The work is done in squads and teams under student leadership. By guided expression to the fundamental desire for activity, instinctive tendencies are modified and socialized.

In athletics, the idea has changed from the specialized competition of the trained few to the intramural idea of graded participation by all. Our large universities led the way, and the intramural program has replaced interschool competition entirely in many women's programs. With "every girl on a team" in school, more women will find health and happiness through athletic activity in later days.

Health instruction has as its keynote habit formation, with practical foundations of knowledge upon which to base judgments of what to do, of when to get medical care, and of what to buy—this latter obviously essential in the modern maze of pseudo-scientific pabulum peddled for public consumption.

Teacher equipments have changed, and today we have in most places regular faculty members for this integral part of the curriculum. Secondary schools in large cities require a teacher with a college degree, and a preparation that includes all the training in education that any other teacher must have.

When lessons on floor or playground are watched, the casual spectator sees only the pupil at play, recreating and relaxing, but underneath this disguise, there is, in reality, pedagogy by participation, planned situations to test and train, failures and successes immediately made evident both by teacher comment and by disapproval of fellow students. There is present, moreover, the socializing influence of group and individual contacts—all motivated by pleasant experiences in an enjoyable atmosphere.

The health and physical education program is *justified on the basis of its educational contribution.* It is not a luxury or an extra; it is a course necessary under our modern city living conditions. The purpose of education is to help the pupil to adapt and care for himself successfully in the circumstances in which he finds himself. Health and physical education includes not only subject matter taught and learned, but actually is a way of life, participated in and practiced and made a part of the pupil himself for all life situations.

Organized Recess Period for Rural Schools

By

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ALTHOUGH much has been written on physical education and health education concerning the importance of their being studied and taught as one unit and of their being correlated and interrelated with other school work, very little has been said or done on the organized rural recess period. The modern elementary school of today has made many rapid changes in its course of study and methods of instruction in order to meet the constant cry and challenge of *what* to teach and *how* to teach. But are these changes meeting the needs of the so-called recess periods in the rural schools? Are the studies that are being made very practical for rural schools? Joseph L. Wheeler, who supervised the preparation of the annually selected list of educational books to be published in the *Journal of the National Education Association* says, "The small number of studies on rural education work has dropped from thirteen to six, all of these being small institutional and governmental studies, without a single well-planned or comprehensive book for the rural-school worker, as such."[1] From other available studies we can readily see that our answer is "No." This period should and could be replaced by a much more valuable one to the child.

So few of the rural teachers understand or know how to make the most of this important period. As conducted in most schools it provides for fifteen minutes twice a day, and forty-five minutes once a day, when all children in the school are to go to the playground. Some stand; some play inside; some sit; some walk around; some quarrel; and some few really play at something, even though there is no supervisor or director on the ground at all. Rain or shine this is what is to be expected and is what happens.

The periods could be valuable to all children if some few things were analyzed and plans made for an improvement of the time.

For the rural recess period to be organized beneficially careful consideration should be made of the following:

First, the Teacher.—Does she have a knowledge of the possibilities of a so-called period? Is she interested in all phases of her work? Will she cooperate with her workers or teachers?

Second, the Time.—Just how much time is given to the period? Are there several short or a few long periods?

Third, the Number of Children.—How many children will be distributed over the playground? How many will be inside the house?

Fourth, the Ages.—What age children will be on the grounds? What ages will be in the house? Will the children of different ages be grouped, or will they all play together?

Fifth, Amount and Type of Space.—How large is the playground? Is it properly drained? Are few obstacles on the ground? How large are the halls and rooms? Do chairs or tables crowd all the space in the halls and rooms?

Sixth, the Equipment.—What is on the playground? How is the equipment made? Where did it come from? What games can be played indoors? What playthings or apparatus for the child's interest is in the house?

Seventh, the Toilets.—Are there enough stools for all the boys? For all the girls? Are they low enough for the primary children?

Eighth, Drinking Facilities.—What is the source of drinking water? Does each child have his own cup? Can every child get a drink by himself?

After a thorough knowledge and analysis of the above topics plans for organized recess periods in the average rural school can be made.

For this organization of time to be made for the most lasting value, the teacher must give her constant efforts towards making it most valuable. She must understand that there is a possibility of taking care of every child and providing something interesting and helpful for every child at this time. Each teacher must cooperate so that the group of children can be divided and divisions of playground space can be carefully made.

The time can be so arranged as to give each group, or every two grades, one thirty-minute and one forty-minute period on the playground when no other group is there; or the playground can be so divided that each group will have a thirty-minute and a forty-minute period with the teacher of that group with them. This amount of time, spent with the specified groups and the group's teacher, will allow sufficient time and few enough children to really participate in games and play as they should.

The other children of the school will be with the other teachers and supervised by them in like manner. This will eliminate the wrangling and quarreling that naturally follows when all ages and sizes are on the ground at one time. In any school in the rural communities the children can be divided in groups for each teacher. The play space can be divided in like manner. All groups will play in the respective divisions or with the group with that teacher. Each group then can have the necessary play equipment and space for that age and size.

The third and fourth grades or any two grades can clear their division of space; cut weeds, pick up rocks, glass and other obstacles that chance to interfere with play. The lower poorly drained parts of the ground can be filled in and built up. The third and upper grades can take up the desks that are nailed to the floor and fasten them to movable boards so that they can be moved more

(Continued on Page 59)

[1] Joseph L. Wheeler, in a paper on "More Studies on Rural Education are Needed," *The Nation's Schools* IV: 1 (July, 1929).

Health Education

By

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FOR SOME unknown reason physical education seems to be under fire at the present time as one of the "frills" of education. This it never has been, for since the time of Ancient Greece virile nations have paid great attention to the physical development and education of their youth.

The purpose of this article is not so much to defend physical education (which needs no defense) as to point out the importance of one of its major objectives, perhaps its most important objective—the promotion of health and the teaching of healthful living.

It is natural for us to think in terms of our own experience and to judge the past and present in the light of those experiences. Our recollection of education twenty-five or thirty years ago is that of a very inadequate type indeed. School was dull and uninteresting. We had the three R's, it is true, but we were not particularly clever in the application of the little knowledge we had. We were subjected to much drill, lots of discipline, and memorized historical, geographical, and other lifeless facts. School was such a bore that most pupils left as soon as the law allowed them and got a job. Any kind of a job was preferable to school in those days. Education at the beginning of the twentieth century probably had not improved over that of the seventeenth for Shakespeare's description,

> "And then the whining school-boy, with his satchel
> And shining morning face, creeping like snail
> Unwillingly to school"

would apply equally well as a picture of us when we were very young.

Conditions seem to be different today. Children go to school quite willingly, almost joyfully. They are educated in a wider field, are taught by better teachers, who themselves in turn have more knowledge and more experience with life. Would we exchange these general conditions in education for those of three decades ago? If we would we should be making the greatest mistake of our times. Yet that is what the reactionary element of our country would have us do and again have us see "the whining school-boy . . . . creeping like snail unwillingly to school."

No present-day educator claims that modern education is perfect; he does, however, claim that it is superior to the education of the immediate past.

In spite of all our mistakes we have progressed in education and in the main our children are better educated than we were at the same age. Children are just beginning to get a picture of what they may expect of life, and our modern school teachers deserve the credit.

One of the most noteworthy advances in modern education has been the improvement in the teaching of hygiene and the advance of the practice of preventive medicine in the schools. This has come about because practically everybody has been alert to see the remarkable possibilities of the application of the knowledge of disease prevention, only acquired in the past fifty years or so. Our elders could not have been given this knowledge because it did not then exist. When we entered school we could only get an artificial active immunity to one disease—small pox. Since then the list has grown. Widespread education among children and their parents has freed childhood of many of its tragedies. Does it not seem reasonable that we should extend this teaching still further by giving our present teachers and undergraduate students of education more knowledge of health education and thus contribute to the well-being and happiness of mankind?

The place to begin health education is in the elementary school, for there is a wealth of material in hygiene which will not be exhausted no matter how soon the instruction begins. However, much real work needs yet to be done for present courses of instruction in health are disappointing. These courses have, for the most part, reached the dull and uninteresting stage that mathematics, language, and geography reached thirty years ago. Progressiveness in health education apparently has not yet come to pass. Now is the time to begin it by having teachers realize that health really is a tremendously interesting subject. Teachers deserve to have first-class courses in health education in their teacher-training institutions, and in the summer schools which they attend. We wonder if they are getting it.

Health courses can be dramatized for the child, not necessarily in formal pageants, but by making them live. One can think of so many health stories which should interest children, and at the same time instruct them, that one is astonished that such material has not been more generally used. It is true that a large insurance company now circulates film strips for instruction in the schools as well as moving pictures and other aids to teaching, but efforts of this sort are almost negligible in comparison with the needs. Then, too, the subjects thus chosen are very meager in comparison with what could be used. We can think of many—for example, how did our knowledge of nutrition and the physiology of the stomach come about, and after that, what is the whole story of metabolism? Man had been eating for unknown centuries. Isn't it astonishing that he did not know why he ate, what happened to the food he swallowed, why there was such a thing as hunger? Where was this ancient curiosity that had made the Greeks famous? Why had not the Greeks found out something about the physiology of digestion? In the latter centuries some men did discover a lot about the stomach and digestion. Ask any school boy and he will not be able to tell you who they were. He will know something about most of the famous generals of the world but not a thing about Réaumur, Spallanzain, Lavoisier, Young, Liebig, Beaumont, Claude Bernard, Pellenkofer, Voit, Pavlov, Hopkins, McCollum, and a host of others.

Yet the story of their discoveries is just as interesting and dramatic as the Battle of Waterloo.

The story briefly is this: In the eighteenth century, Réaumur had a pet kite which he taught to swallow and regurgitate small sponges—he was thus able to find out the nature and properties of the gastric juice of kites. Young, in 1803, wrote a graduate thesis at the University of Pennsylvania reporting the result of studies made on a little frog which had been swallowed by a large one. Young tied a string to the little frog's foot and pulled him out once in a while to examine him. Lavoisier during the French Revolution made the beginning of the discovery of the chemistry of digestion and the transference of food into heat. He was guillotined before he completed his experiments but Liebig finished the work that Lavoisier began. Pettenkofer and Voit began the study of the caloric equivalents of food. More discoveries of the physiology of digestion were made by Beaumont in 1832 when he had a chance to observe Alexis St. Martin, the French Canadian who had a gastric fistula through which the stomach could be studied *in vivo*. Claude Bernard discovered the mechanism of digestion of the various constituents of the food and the organs in which they were digested, and that sugar was stored in the liver for future use. Pavlov demonstrated the influence of the emotions on digestion; Eijkman, Hopkins, and McCollum discovered the vitamins and their influence upon health. These are not all the facts in this story, and the story improves as one goes into detail. What can be done for the story of digestion can be done for the thousand and one other subjects in health education. All we need is a Moses to lead us out of the wilderness of unrelated facts.

The ignorance even of educated people along the lines of human physiology and the preservation of health makes us think that health education should be *more* stressed as one of the most important subjects in the educational curriculum. We must give our children better equipment in solving the problems of life than we had, for we may seriously ask ourselves if our education was not grossly defective along certain important lines.

Physical Education's Contribution to the Mental Health of Students

By **LEE VINCENT,** Ph.D., Psychologist, Merrill-Palmer School, Chicago

THE TEACHER of physical education is the psychologist's first ally.* Leadership, in the most real possible sense, is made every time a group of young people play together. The persons who supervise this play are in a unique position to develop qualities of leadership and to guide young people toward health of personality.

The difference between a sick and a healthy personality is as clear cut as the difference between a sick and a healthy body. The sick personality is shy, sensitive, superstitious, fearful, lazy, untidy, indecisive; it is unable to cooperate, lacks persistence, procrastinates, is given to violent dislikes or to unstable enthusiasms; it may lie, steal, or commit violence, may find retreat in drugs or in drunkenness; it may curse itself as worthless, or may on the other hand refuse to see its own imperfections; it may have an unreasonable attitude of admiration for or of aversion to the opposite sex, marriage as an institution, or toward all convention or government.

The healthy personality, on the other hand, has vitality, courage, and interest; is alert, decisive, prompt, direct, objective, resourceful, neat though not a slave to neatness, honest though not rude, humble though self-respectful, confident but not arrogant; it is kind, tolerant, reverent, is moderate in appetites. It has a sane attitude toward religion, toward marriage, and toward authority. It appreciates its own strength and its own weaknesses; it has a sense of proportion, a sense of humor, a love of beauty, and a love of its fellow men.

Physical education has a direct contribution to make to the development of a healthy personality. Perhaps the most important requisite to mental health is a sound body. The contribution of physical education in this respect is obvious, not only in the correction of physical defects, but in the development of physical vigor. The habit of play is probably next most important not only because it means creative expression of emotions through play, but also because it keeps alive an interest in physical activity, and because it serves as a corrective of tension, worry, and anxiety.

Other important contributions to mental health follow as by-products of a good program in physical education. The self-discipline learned in a program of physical training can serve as a groundwork for discipline in emotions and attitudes. Physical education should, because it places emphasis on the skill rather than upon the person, tend to develop the ability to analyze oneself objectively. It should increase tolerance of other people through developing an ability to admire good points in other players and other teams. Participation in games should increase resourcefulness, and should develop the capacity to concentrate on the task in hand. It should also encourage mental adaptability, flexibility in the meeting of emergencies, practice in quick and sound judgments, and the ability to submerge egotistical interest in favor of group welfare. Wise coaching of a game should produce an increasingly constructive attitude toward authority, should create an ability to make constructive criticism without hurt feelings, and should develop a sound attitude toward success and failure.

The individual who coaches games has a unique opportunity to know his students as persons and therefore to give the type of personal guidance in health and in the formulation of attitudes toward life which no other teacher has an opportunity to give. Because of this rather personal relationship with his students the teacher of physical education is more likely to serve as a direct model for imitation than is the teacher in any other department. This means, then, that the teacher of physical education, even more than any other teacher, has an obligation to be the right kind of person himself, and to preserve a healthy, constructive relationship with his students.

*Summary of an address before Mid-West District Convention, 1932.

Some Objective Evidence of the Value of Physical Education

By

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THOSE of us who are workers in the field of physical education get much of our enthusiasm for the work from our firm belief in its merits. We are so situated as to be able to see the daily effect upon pupils of an adequate physical education program. It is the purpose of this article to present some of the objective, accurately measured evidence of the value of physical education in our public schools. We believe that a modern program of physical education can present concrete data in support of its aims.

Limits of space and time will prevent the inclusion, here, of large amounts of available data showing the value of physical education. It is intended here merely to present some of the evidence. Opinions, when unsupported by available objective data, have been omitted. The data presented, and much not included in this paper, will be found in the bibliography. The reader, familiar with the field, will recognize at once the omission of much evidence, possibly even more significant than that herein presented.

Physical Education Activities Stimulate Growth

The school physical education program has as its basis participation in physical activity involving considerable exercise. Physical exercise is one of the important factors essential to growth. While growth is affected by heredity and environmental factors, there is abundant evidence that among the latter physical activity is one of the most important. The effect of inactivity upon growth and general health is apparent to the lay observer, but exact data on the effect of physical education upon growth is difficult to obtain.

The careful studies of Benedict and Talbot on *Metabolism and Growth from Birth to Puberty* have led these investigators to conclude that "In the normal child, growth proceeds with a considerable degree of regularity and, on the average, at a certain rate of rapidity. When children, however, are subjected to ideal outdoor life, with plenty of food and excellent medical care, they do grow—in skeletal form, at least, as well as in total weight—at a somewhat greater rate than otherwise."[1]* And again, "The lesson to be drawn from our observations on private school children (see page 72) is that outdoor life and physical activity contribute toward the development of a larger individual, so far as height, i.e., skeletal growth, is concerned, with likewise a greater weight with children of the same age."

In a scientific study, Dr. Edward C. Schneider[2] presents data showing the beneficial effect of a regular course in physical education upon respiratory efficiency and basal metabolism. For the individuals thus carefully studied, it was found that the average basal metabolic rate (in per cent) varied from -2.6 when out of training to -6.2 when in training.

From the data of this study, Dr. Schneider states that, "There can be no doubt but that a regular course of physical training gives greater strength and efficiency to the body and improves its nutritive condition. The moderate exercise taken by our subjects resulted in a notable increase in the feeling of well-being and in mental alertness. He says further, "The data gathered in this investigation of the effects of training show that moderate physical exercise, about an hour daily, increases the load-carrying ability within one week, but that from five to seven weeks are required to bring out the full effect. They also show that any let down in the regularity or amount of daily work soon reduces the load-carrying ability, but that even with the complete neglect of exercise some of the gain is maintained for several months."

Goddard[3] reports as a conclusion from data derived from a study of growth, height, and weight of feeble-minded children in twenty institutions that "There is a close correlation between physical growth and mental activity."

Summarizing the work of many investigators, Baldwin[4] states that there is clear evidence that "Average precocity is related to average physical development."

Health Education Program Influences the Rate of Gain of Height and Weight.—In the schools of Malden, Massachusetts, growth records were kept for 273 children under the influence of a reasonably intensive health education program and for 202 children in a comparable control group who continued in the usual school program without any special training in health beyond that previously given. The rate of gain in both height and weight for the children receiving health education was measurably and significantly greater than for the children of the control group. Individual children came out of the underweight group, but significant and statistically measurable changes in the underweight status of the groups as a whole were not shown. More healthful habits of living, resulting from the health education program, produced an improved rate of growth, but not a fundamental change in the height-weight rates.[5]

It is not claimed that physical education is responsible for the beneficial results of correcting health defects. However, teachers of physical education are doubtless very influential in securing adequate programs of school health supervision. This is especially true in small communities. For this reason, and because physical education is an integral part of school health and physical education pro-

*Numbers refer to the bibliography at the end of the article.

gram, the above data relating to the correction of health defects have been included.†

Physical Education Aids in Correcting Dysmenorrhea.—The presence of dysmenorrhea among girls and women has been adequately set forth by numerous studies, a bibliography of which is given by Bilhuber.[6]

Evidence that a good program of physical education, including regular exercise and health teaching, will assist in alleviating dysmenorrhea is presented by Clow[7] in the following data taken from a study of 1200 English school girls:

Condition	*Before a program of exercise and health education*	*After a program of exercise and health education*
Regular menstruation	52.2%	71.5%
Irregular menstruation	47.8%	28.5%
No pain	67.8%	85.1%
Severe pain	1.6%	.5%
Incapacitated	5.1%	.9%
Rest during period	21.3%	6.2%
Baths during period	11.9%	42.0%
Games and exercise	36.3%	67.1%
Constipation	7.0%	2.5%

It will be seen that continuous exercise throughout the period resulted in a favorable gain for every item considered. This favorable gain amounted on the average to 15.7 per cent.

Athletics Are Not, on the Whole, Injurious to Health.—Dublin[8] has presented data to show that athletes from Amherst, Brown, Cornell, Dartmouth, Harvard, Massachusetts Agricultural, Tulane, Wesleyan, Wisconsin, and Yale show a better mortality throughout the life span than do other men accepted for insurance. The men who won letters in two or more sports were better as regarded mortality than other athletes.

The National Safety Council[9] presents data on student accidents, September 1930 to June 1931, which show that while some accidents occur through, or are associated with, physical education activities or equipment, the percentage of such accidents is not unduly high. From a total of 8072 accidents to students, we find that only 15.8 per cent of them were in any way associated with athletic sports, playground activities, and gymnasium work.

Of 1217 accidents occurring in school buildings, 421 or 34.6 per cent occurred in gymnasium, pool, shower, or dressing rooms.

Definite Relationship Shown Between Physical Proficiency and Scholastic Achievement

From his study of one thousand intellectually superior children, Dr. L. M. Terman[10] concludes that intellectually superior children are not characterized by a deficiency of play and that "There is no shred of evidence to support the widespread opinion that, typically, the intellectually precocious child is weak, undersized, or nervously unstable."

A study made in Manchester, England,[11] of the relation of the physique of school children to their educational achievement showed that only 2.35 per cent of students of good scholarship were below the average in physique, but that 39.7 of students of poor scholarship were below the average in physique as evidenced by bodily measurements.

Dr. Herman Paull,[12] from a study of fourteen hundred children between the ages of six and fourteen who had failed at some time to be promoted, found that "repeaters" were inferior in weight and height to children who were "non-repeaters" and yet came from homes of about the same social status.

In another study, Dr. Paull found, for a group of fifteen hundred school children arranged into three groups according to their school marks, that the group with the best marks contained the largest number of children who were above average in height and weight. The majority of children in the group having lowest marks were below the average in height and weight. He concludes that there is a positive relationship between physical development and success in studies.

Nichols and Raubenheimer,[13] in a study of 136 girls in a Los Angeles high school who were from 11 to 33 pounds underweight and who also suffered from other physical handicaps, found that there was a general tendency for scholarship to improve as weight increased and general health improved. Those most handicapped physically showed a poorer quality of scholarship, least improvement in scholarship, and the greatest number of failing grades.

Health and physical condition is a factor in leadership in extra-curricular activities as well as in scholarship, as is shown by Stuart[14] who found that students who engage in the most extra-curricular activities also lead in scholarship and physical condition.

As a result of the examination of Chicago public school children by Smedley, Campbell, McMillan, and others, Christopher[15] reports that the studies confirmed those reported by Dr. Porter[16] who found as a result of the examination of 33,500 school children in St. Louis in 1892, "That there is a physical basis of precocity; that dull children are lighter and precocious children heavier than the average child; that the mediocrity of mind is associated with mediocrity of physique."

Evidence that liability to sickness decreases with increasing rate of growth and increases with decreasing rate of growth is reported by Key in Sweden.[17]

Athletes, on the Whole, are Not Inferior in Scholarship to Non-Athletic Students.—A summary of studies reporting statistical data comparing the scholarship of athletes with that of non-athletes reveals that while some studies report athletes to have slightly lower scholarship, other studies report athletes to have slightly higher scholarship, than non-athletes.

It is apparent, therefore, that athletes and non-athletes have, on the average, about the same scholastic ability. Some of the studies reporting data on the scholarship of athletes are those by Patterson and Patterson,[18] Poffenberger,[19] Hindman,[20] Hutchinson,[21] Howard J. Savage and others,[22,23] Remp,[24] Ruble,[25] Bear,[26] Worcester,[27] and Hall.[28] These valuable studies support the belief that, on the whole, athletes are equal in mental attainment to other students.

†The excellent pamphlet on *Why Physical Education?* by J. E. Rogers, Chairman of the National Physical Education Service, contains much additional data.

Physical Education Deals with Abilities and Traits Different from Those Dealt With by Classroom Academic School Subjects.—The correlation between neuro-muscular skills, such as those involved in physical education, and information and intelligence is about zero. Brace[29] reports coefficients of correlation of —.16 and —.15 between motor ability and skill achievement tests and intelligence tests. Data presented by Heath and Rodgers,[30] and others, support this contention.

The objective evidence given above, and elsewhere,[31] indicates that physical education is a way of education which deals with abilities and traits that are educated but little through the ordinary academic school subjects. It is proof of the fact that achievement in physical education cannot be expected to progress and correlate closely with achievement in academic school subjects without attention.

Physical Education Aids in Saving Educational Costs

Physical education plays a definite part in the school health program. Adequate school programs of health and physical education save many dollars of taxpayers' money by preventing absences and retardation.

Absences lead to retardation. A retarded child has to make up a grade. When retarded children are re-educated, it amounts to an increase in the number of children who have to be educated. This costs money.

Approximately the average time lost per child per school year for the country as a whole is seven days.[32] Seven out of every ten children have colds during the year and lose time from school.

The common cold causes more absences from school than any other illness. In two studies (Hagerstown, Md., and four localities in Missouri), 57 and 58 per cent, respectively, of absence from school was due to sickness.[33]

The absence rate due to respiratory illnesses is directly affected by ventilation. A study made by the United States Public Health Service in the schools of New Haven, Connecticut,[34] shows that in naturally ventilated schools there is a smaller percentage of absences due to respiratory illness.

The absence rate due to respiratory illness was 18 per cent greater, and the amount of respiratory illness was 70 per cent greater among pupils in attendance in fan-ventilated schools than in window-ventilated schools. The weighted mean temperature of the two types of ventilated schools was approximately the same, i.e., 67.8 degrees and 68.1 degrees.

Sickness and absence from school is greatest during the winter months. It is highest in February and lowest in September. However, absence from causes other than sickness does not show any great variation in the different months. While doubtless many causes contribute to this situation, it is safe to assume, in the light of other data presented, that the increased physical activity and outdoor living of children during the summer months accounts for part of the difference shown.

These data appear to show a marked health advantage in a system of natural ventilation. This indicates the health value of outdoor air and points to the value of outdoor living. By teaching favorable attitudes toward play, by actually taking the child outdoors more often for class work, and by teaching recreation activities and skills, physical education contributes toward improved health and reduced school retardation and, therefore, to an economic saving.

The Correction of Remedial Health Defects Reduces the Cost of Education.—In a school of 937 pupils used in Atlanta for a special dental program the special dental work carried on over a 9-month period resulted in a reduction of 4400 school days' absence to 2200 days. The percentage of failures was reduced from 28 per cent in two or more subjects, to 8 per cent.

The experiment cost $3,600 and saved approximately $36,000. Atlanta now has 28 per cent of its schools with 100 per cent dental work. Attendance in these schools has improved 10 per cent.[35]

In Bridgeport, Connecticut, Dr. A. C. Fones states that retardation in the schools has been reduced 50 per cent. In 1912, the cost of re-education was 42 per cent of the entire budget, but by 1918 the cost had been reduced to 17 per cent, by a campaign of mouth hygiene.[36]

In a study of 1242 school children in New York City by the Association for Improving the Condition of the Poor, boys having no teeth defects showed a 7 per cent better attendance and 6 per cent more promotions than boys having such defects.[37]

In Chicago, 18 per cent of children above normal in school progress had defective teeth, while 22 per cent of children normal or below in school progress had defective teeth.

In 1921, 87,000 Chicago school children failed to pass examinations because of loss of time from school which was 80 per cent due to tooth trouble. The cost of repeating school work lost was estimated at $1,100,000.[38]

Of 12,000 children who had dental defects corrected in Chicago schools, 70.5 per cent improved in health, 45 per cent improved mentally, and 51 per cent improved in school attendance.[39]

The improvement of defective hearing and of defective vision has been shown to improve school progress and reduce retardation.

Among 272 retarded children 7 to 14 years of age chronologically and 4 to 12 years mentally, there were found to be four times as many cases per hundred of malnutrition, defective vision, ear discharge, and defective hearing as appeared in the routine examination of average school children of these ages. Retarded children showed six times as many cases of rickets and sixteen times as many cases of defective speech as were shown by examination of average children according to a study made in the Borough of Middleton, England.[40]

Physical Education Improves Posture

Thomas and Linder[41] report a study on college women showing the effect on improving posture of a directed physical education program, where the incentive for improvement was the privilege of choosing activities. Over a period of four months, 17 per cent with A posture was changed to 41 per cent, and 83 per cent with B

posture was changed to 41 per cent, and about 10 per cent was lowered to a C grade.

Of students taking special corrective work, there was a gain of 21 per cent in the number receiving A grade, and a loss of 26 per cent in those receiving a B grade. The loss was entirely an improvement from B to A rating. The study involved 143 college women.[41]

Data presented by Zingsheim,[42] being a general summary of data on 1300 university women, exclusive of girls taking corrective physical education, showed that:

62.4 per cent had antero-posterior defects
52.6 per cent had lateral defects
52.0 per cent had foot defects
14.0 per cent had a grade of A without any defects
19.0 per cent had a grade of A if foot defects were not counted.

The Postures of Girls Entering College Have Improved in Recent Years.—Spindler[43] presents statistical data, including also the work of many other investigators, which show that the posture of girls entering college has shown a definite improvement. For some 1300 or more girls, the percentage of students entering with A posture has increased as follows: 1920—2 per cent, 1926—17 per cent, 1928—21 per cent, and 1929—29 per cent. "The number of B grades has remained substantially the same." The number of C-D grades has substantially decreased in only nine years from 70 per cent in 1920 to 42 per cent in 1929.

The 1920-1926 figures "show an increase in the number of students entering with four or more years physical education, and a definite decrease in the number entering with zero and one year." These 1928 percentages show that almost half the entering students (44 per cent) have had four or more years of physical education prior to entering the university—a factor which undoubtedly contributed to the better posture showing.

Students entering with a posture grade of A or B had 3.25 years' previous physical education while those having a C or D grade in posture had 2.95 years previous physical education.

During the first year of required physical education, 54 per cent of the antero-posterior cases improved, and 33 per cent of the lateral cases improved.

Opportunities Favorable to Desirable Character Development

A group of one thousand at a research conference in California, in reply to a questionnaire presented by Dr. E. L. Thorndike, gave "The Games in Physical Education Programs" the largest number of first rankings as that school subject having the greatest influence on character development.[44]

"The kind of behavior called honesty can be influenced in a program of physical education activities over a period of three months."

The above conclusion is one which is reached by Clevett[45] as the result of a carefully conducted control-group experiment. In this experiment equivalent groups of boys were taught physical education activities. In the experimental group, effort was made to teach skills and honesty. In the control group, no such effort was made. Standardized tests were used for measuring all results. The following extract from Table II, presented by Clevett, shows the percentage gains, as measured by the tests used, at the end of the three-month experiment:

Tests	*Percentage Gain*		
	Experimental Group	Control Group	Gain in Favor of Experimental Group
Honesty Test	65.0	19.0	46.0
Brace M.A. Test	2.3	2.2	.1
Bliss Achievement Test	11.7	5.1	6.6
Aquatic Test	32.0	11.0	21.0
Athletic A.Q.	8.3	2.7	5.6
Aquatic A.Q.	32.0	5.9	26.1
Attendance	55.0	40.0	15.0

Average percentage gain in favor of experimental group—17.2 per cent.

In other words, an instruction program in physical education caused a gain in the learning of skills and the learning of honesty of 17.4 per cent. Since no difference in gain would be expected in the motor-ability test, the real gain amounted to 20.0 per cent.

Clevett sums this up as follows: The experimental group (in which instruction was given) made gains as follows:

(1) Gain in honesty	3 to 1
(2) Athletic-gymnastic ability	2 to 1
(3) Aquatic ability	3 to 1
(4) Percentage of attendance	5 to 4

The experiment also showed, incidentally, that "Definitely planned teaching is much more effective in developing skills than mere practice of the activity without instruction." The data show that such a program is more interesting to pupils, as measured by attendance, where attendance is voluntary as it was in this experiment and is, therefore, more valuable educationally.

Physical Education Has an Extensive National Scope

Thirty-six states now have laws relating to requiring the teaching of physical education. Ninety per cent of the population of the country is represented by these thirty-six states.

Thirty-two of these states, representing 80 per cent of the population of the country have state manuals on physical education.

In twenty of our states, representing 70 per cent of the population, there are state directors of physical education.[46]

There are now approximately 20,000 teachers of physical education in our public and private schools and colleges. There are over 200 colleges and universities giving a four-year teacher-training course in physical education.[46]

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(Continued on Page 62)

The Place of Health and Physical Education in Modern Life

Content of a Mimeographed Circular, "Arguments for Physical Education," Issued by the A.P.E.A. Offices.

WHEN one studies the background of our present-day movement in health and physical education, he is bound to realize that the developments have come, not as fads or fancies but as the outcomes of deep-seated social and economic changes. It is the supreme duty of education to keep up with these changes in order that it may give the coming generation the training needed for the new order.

Also, when one looks back over these developments in health, physical education, athletics, and recreation, he will realize that the coordinated health and physical education movement of today is not a sudden inflated growth, but is the result of a merging of responsibility and expense which had previously been in existence in schools and communities, but had been spread over several departments.

Health.—There is an unprecedented increase in physical defects among children entering school. These physical defects have lasting deleterious effects unless checked in the earlier stages. Consequently, physical examinations serve to detect and prevent physical defects, which if left unchecked would later become permanent and irreparable.

The physical examinations also serve the purpose of checking cases of contagious diseases in the earlier stages and isolating them before they have spread to whole schools and to whole communities.

Diseases of the organic systems—heart, lungs, kidneys, nervous system—are increasing by leaps and bounds, owing to the sedentary type of living and to the strain of modern, hurried, city life. The best known means of combatting organic diseases, according to a joint committee statement of the American Medical Association and the National Education Association, is through exercise of the large muscles of the body. Exercise is the best known medium of securing and maintaining organic function and vigor.

Exercise is essential to normal growth and development of children. Children have a superabundance of energy and this is Nature's way of having them instinctively exercise and grow. Growing children need exercise just as they need food. A pedometer on a six-year-old child shows that if there is opportunity to play unhampered he will travel six miles in a day. Children take on many pounds in summer camps where they are free from the confinement of the schoolroom. Children of England are two inches taller today than those of a previous generation who were permitted to be shut up in dark rooms at child labor. During the last ten years, girls have grown proportionately taller and heavier than boys have during the same period of time, thus showing the effects of their more recent participation in active life and in recreation.

The physical education program includes instruction in the laws of hygiene and promotes the formation of healthful habits of living.

Physical education activities tend to the development of wholesome mental attitudes. Mental hygienists everywhere are advocating the need for enjoyable recreation. Participation in such activity gives objective interests and outlooks—it takes the individual's mind off of himself and focuses it on outside interesting objects, and thereby combats tendencies to become moody, introspective, and introverted. The individual also learns to adapt himself to group standards. From the standpoint of mental hygiene, recreational activities prove valuable in providing relaxation from work. Change is important in relaxation, as is also congenial companionship.

Wholesome Use of Leisure.—Statistics can be shown from practically every city in the Union that directed play reduces juvenile crime. The amount of this decrease ranges all the way from 10 per cent to 100 per cent. These statistics also show that the areas of a city without playgrounds have the largest proportion of offenders before the courts. The point is that much juvenile crime is simply misdirected energy. In this respect an ounce of prevention is worth a pound of cure, for the cost of taking care of a child on the playground is trivial compared with the cost of the care of a juvenile offender, apart from the extra cost of police supervision and the indirect loss from allowing a potentially valuable citizen to become a ward of society.

The above situation in regard to younger children on the playground is exemplified again with older boys and girls in their leisure interests. Since the advent of high school and college athletics for the after-school hours, vicious pranks and annoyances, and the time spent in objectionable surroundings, have largely been eliminated.

Education for Leisure.—Our working hours even within the experience of the present generation have been decreasing in turn from the twelve-hour day, to the ten-hour day, to the eight-hour day, and to the six-hour day. The six-day week has become five. Leading economists predict even shorter hours as the efficiency of machinery is increased. Not only our children, but adults as well, have more spare hours on their hands than ever before. The big problem of the future is how to use this leisure profitably from the standpoint of the individual and society. People have lost the capacity for self-entertainment. It has become a matter of education to create within each individual the capacity for self-enjoyment in his free hours when he is left to his own resources. Habits of enjoyment are like any other habits—they are easiest acquired in childhood. The children of today must develop worth-while hobbies and avocations for tomorrow. People who neglect the possibilities of enjoying life to the utmost find that their habits of work become so fixed that they cannot easily be changed, and when the opportunity to work is not present, they are lost and do not know what to do.

The physical education departments have taken it upon themselves to give considerable training in activities that

can be maintained through life. This new responsibility has meant that physical education departments are now training in the skills that have carry-over value, and developing at a youthful age interests and attitudes favorable to the continuance of participation in activities that are healthful, enjoyable, and make for valuable friendly contacts. The ability to make these friendly contacts is a most decided business or professional asset. Friendly competition of a social sort makes for a congeniality that opens the door for mutual business cooperation and support.

Education.—Educators of today realize that the first step in education is to make the bodily coordinations automatic so that they do not require conscious effort. In learning to control his body the child must practice over and over again new and difficult coordinations until, like learning to drive an automobile, the matter becomes so habitual that the mind has no longer to be focused on the intricate processes but can be freed from the bodily machine for attention to books and school lessons.

From this realization that play is important in the education of the child, particularly in the early years, educators no longer worry when children want to play but instead make it a matter of worry when children do *not* want to play. Even sickly children will try to play, but feeble minded children do not. Statistics from thousands upon thousands of children, in this country, in Germany, in England, in France, have dispelled the old notion that all geniuses are sickly; and instead show that on the whole the healthier and better developed children make faster progress in school. They can better carry the school load. Terman in his study of one thousand genius children in California has very recently confirmed this point.

In physical activities, particularly of group nature, children must learn to make practical application of the knowledge they have learned. This ability makes the difference between success and non-success when the graduating student goes out into life. Unfortunately, honor students often fail to make a success, even at teaching their own subject, because they have not learned how to get along with other people in group enterprise and cannot impart their own masterful knowledge to other minds than their own.

Citizenship.—Educators use play and other forms of recreation to make better citizens. They have learned that play makes the child more broad minded. In similar fashion as travel and exchange of ideas broaden the adult, so does the give and take of group participation make for a better understanding of how to get along with other people of different temperaments and views. Athletics help in the development of character in the very important adolescent years. The rules of the game are on a small scale the equivalent of the laws of society. Properly conducted games teach a respect for the law and each member learns to work for the good of the common cause.

Leadership, self-reliance, self-control, and loyalty are some of the outstanding traits that can be developed through play. Physical education classes are unique in the opportunity they afford to delegate responsibilities of leadership to student helpers within the class.

Physical education activities offer situations that are within the powers of growing students to master. If they were to try adult tasks and continually fail they would lose all confidence. The group game offers them miniature life with problems they can understand and with competition with their equals. The spirit and energy that a child puts into his play is essentially the same that later he will put into any work that he likes.

Safety.—Playgrounds and gymnasiums keep children off the streets and provide safe places to play. In Detroit alone, nearly two hundred children lose their lives annually in street accidents. No wonder the Safety First League of America lists as one of its primary aims the need for protected play areas. Most of the street accidents occur with children five to sixteen years of age and in the hours four to six in the afternoon and on Saturdays.

In the physical education classes, instructions in safety are given—not only in regard to precautions in crossing streets, but in regard to safety at home, in the water, on the highways, and at camps. In addition to the instruction in methods of preventing accidents, the students are also given elementary instruction in first-aid methods.

Adult Guidance.—The physical education teacher has an even greater responsibility than that of the schoolroom teacher for he is working with the children at the interests that are most vital to their particular age needs. Furthermore, in their activities there are no restraints save those of the rules of fair play and one's own conscience of what is right and wrong. The child is more his true self under these circumstances. The physical education teacher who partakes of the spirit of youth receives many confidences in trust. In addition to this close contact with the children's intimate interests and the sharing of many experiences, the physical education teacher can give advice which will be accepted much more effectively than when it comes from the parent. In fact, parents frequently call upon the physical education teacher to advise the boy or girl on matters in which their own advice has failed. Along this line, there are many studies in process which show that the recreations of students—their spontaneous interests and likings—have considerable bearing on their choices of a vocation. From this standpoint, no one is nearer the child than the physical education teacher and he should have a wealth of information to turn over to the principal or to the teacher who is acting as vocational counselor.

Economy.—Mention has already been made of the economical aspects of the health and physical education program in the preventive sense; namely, that of the prevention and timely treatment of serious physical defects, and of the saving in police care, detention, and reformatories when wholesome recreational opportunities are afforded. Another factor already mentioned is the fact that *repeater* children are a great expense and the cause of their failures is often attributed to some physical defect which would be found and remedied with adequate physical examination. In another way, also, physical education proves an economy in school administration. The size of the average physical education class runs two to three times as large as that of any academic class. Unless the school day were shortened and no recreation or relaxation periods were afforded, more teachers than at present would be needed if the physical education classes were not held. The chil-

(*Continued on Page 46*)

Citizens' Councils for Constructive Economy

THE FORMATION of a Citizens' Council in every municipality and country to work for the maintenance of essential community services and for constructive economy in local and state government is proposed in a joint statement just issued by representatives of forty-three national organizations.

The statement follows:

The existence of many public and semi-public community services is threatened. Institutions and activities which have been considered the best evidence of our advanced civilization are being greatly curtailed, and in many places actually discontinued. Taxpayers are demanding cuts. Officials are forced to make them. What can be done about it?

Our answer is: Organize local and state Citizens' Councils to consider the problems of maintaining essential community services in the face of the need for reduction of public expenditures. The objective of such Councils would be to promote interest in local and state governmental problems, to the end that the present widespread demands for reductions may produce actual and permanent improvements in government, the tax system, and the services rendered by public and semi-public agencies.

The local organization proposed will be called a Citizens' Council on Constructive Economy. It will be composed of representatives of local groups interested in good government, such as the League of Women Voters, the Parent-Teacher Association, women's clubs, labor groups, luncheon clubs, chamber of commerce, and other similar groups. It will also include representatives of public and semi-public boards, such as those concerned with schools, libraries, playgrounds, museums, health, welfare, and local colleges and universities. Each Council will be autonomous. Its purpose will be to secure for the public the greatest possible benefit from the expenditure of public funds.

The national organizations issuing this statement will ask their members to participate in the formation of local Councils. They will also send to their members suggestions as to how the Councils may carry on their activities.

The Citizens' Council idea grew out of informal conferences in New York, Chicago, and Washington, following the Citizens' Conference on the Crisis in Education, called by President Hoover in January. This movement is not, however, concerned with any particular service. It is an attempt to bring into existence Councils of local organizations interested in all of the services, in good government and in real economy. Misinformation is rampant. It is expected that the first effort of each local Council will be to get the facts about costs and wastes of local government and actual services performed, as well as demands for service, and to pass these facts on to the members of the organizations which the Council represents. When there are recommendations to be made to public authorities, whether for elimination of waste or improvement of a service, Citizens' Councils, in cooperation with constituent citizen groups, will speak for the public at large, with adequate consideration of the city's needs and obligations, and should be able to secure such action as is clearly in the public interest.

The one essential is that every community have some kind of a Citizens' Council, which will speak intelligently and forcefully for the preservation of those services which are necessary in a civilized society and point the way to permanent improvement in local government and administration.

A clearing house for information about Citizens' Councils for Constructive Economy will be maintained in the office of the National Municipal League, 309 East 34th Street, New York City.

A pamphlet on the purpose of the Councils and outlining programs for immediate action may be obtained without charge from the office of the Citizens' Conference on the Crisis in Education, 744 Jackson Place, Washington, D.C. Each interested member should write for one at once.

This statement is issued on behalf of the following persons:

R. K. Atkinson, Director of Education, Boys' Clubs of America

Frank Bane, Director, American Public Welfare Association

Helen Beckley, Executive Secretary, American Association of Hospital Social Workers

Paul V. Betters, Executive Secretary, American Municipal Association

George F. Bowerman, Librarian, Public Library of the District of Columbia

Mrs. Hugh Bradford, President, National Congress of Parents and Teachers

Louis Brownlow, Director, Public Administration Clearing House

Allen T. Burns, Executive Director, Association of Community Chests and Councils

Harold S. Buttenheim, Editor, *The American City*

Bert W. Caldwell, Executive Secretary, American Hospital Association

Morse A. Cartwright, Director, American Association for Adult Education

Carl H. Chatters, Executive Director, Municipal Finance Officers' Association

H. V. Church, Executive Secretary, Department of Secondary School Principals of the N.E.A.

Laurence V. Coleman, Director, American Association of Museums

Kendall Emerson, Acting Executive Secretary, American Public Health Association; Managing Director, Nat. Tuberculosis Assoc.

Ray Fife, President, American Vocational Association

Michael F. Gallagher, Chairman, Trustees' Section of the American Library Association

Luther Gulick, Director, Institute of Public Administration

Arnold Bennett Hall, Brookings Institution

Lee F. Hanmer, Russell Sage Foundation

Mrs. Florence Curtis Hanson, Secretary-Treasurer, American Federation of Teachers

C. L. Harrington, Executive Secretary, Association for Progress Through Libraries

A. R. Hatton, Professor of Political Science, Northwestern University

Fred Hewitt, American Federation of Labor

William A. Howe, Secretary-Treasurer, American Association of School Physicians
Robert Maynard Hutchins, President, University of Chicago
Rev. George Johnson, National Catholic Welfare Conference
Howard P. Jones, Public Relations Secretary, National Municipal League
Charles H. Judd, Dean, School of Education, Univ. of Chicago
Robert L. Kelly, Executive Secretary, Association of American Colleges
Howard R. Knight, General Secretary, National Conference of Social Work
Loula D. Lasker, Associate Editor, *The Survey*
Kathryn McHale, Director, American Association of University Women
C. R. Mann, Director, American Council on Education
Carl H. Milam, Secretary, American Library Association
E. D. Mitchell, Sec'y-Editor, American Physical Educ. Assoc.
James A. Moyer, President, National Commission on the Enrichment of Adult Life, of the N.E.A.
R. M. Paige, Secretary, Governmental Research Association
Mrs. Grace Morrison Poole, President, General Federation of Women's Clubs
Milton C. Potter, Superintendent of Schools, Milwaukee
Thomas H. Reed, Chairman, National Municipal League's Committee on Constructive Economy, and of Committee on Policy, American Political Science Association
Clarence E. Ridley, Executive Director, International City Managers Association
Belle Sherwin, President, National League of Women Voters
Flavel Shurtleff, Secretary, National Conference on City Planning
Donald C. Stone, Director, National Committee on Municipal Standards; Adviser to International Assoc. of Public Works Officials
Fred Telford, Director, Bureau of Public Personnel Administration; Secretary, Civil Service Assembly of the U. S. and Canada
Rev. Worth M. Tippy, Executive Secretary, Department of Church and Social Service, Federal Council of the Churches of Christ in America
Henry W. Toll, Director, American Legislators' Association
Levering Tyson, Director, National Advisory Council on Radio in Education
Walter West, Executive Secretary, American Association of Social Workers.

More names are being added daily to this already imposing list.

A Schoolmaster Makes Strong Men

(Continued from Page 23)

all children perform the same methodical gymnastics.

"Supervised by specialists our pupils are given appropriate compensative gymnastics. These are not necessarily medical gymnastics, orthopedics, nor such as require kinetherapic apparatus.

"Out of every one hundred adults those who constantly and convincingly enjoy indoor gymnastic exercises of any type with the aid of apparatus can be counted on one hand. Surely it would be difficult to find one boy out of a thousand who would spontaneously dedicate himself to such exercises. As Mosso has stated in the words of Leopardi: 'Such gymnastics are a betrayal of old age against youth.' He says further that, 'We must not impose art where alone Nature can suffice and triumph.' It is also an axiom that 'nature does not tolerate violence or hurry.' Thus we are careful to second her or at least place ourselves in a condition never to go against nature.

"The preferable method for influencing the physical development of the mass of our pupils has in view the necessities and physical possibilities of the majority. Thus we can follow all the specified and useful aims of educational gymnastics in a way not only easier for the teacher and more pleasant for the pupil, but also physiologically more natural and logical, as well as experimentally more useful. I would call the method 'hygienic-natural' because it aims to make all exercises subjects for games. The essential thing is to know how to make the class play.

"Games must be recreative. Children must be developed in every sense, doing everything useful to them without being oppressed. Difficult exercises which may be done quickly are preferred by children. Therefore they do them more willingly and strive for perfection in achievement. Small children who feel and respond spontaneously to natural inclinations should have exercises based upon marching, walking, running, jumping, climbing, throwing, lifting, boxing, and swimming without pretense of style or rhythm, without the monotony of excessive repetition, without esthetical worries over figure making, without fear of collective performances before a large public, and without fear of marks and examinations.

"Natural gymnastics make ample use of small apparatus easily handled and also of 'opposition' exercises. In that category are stilts, lasso, bow and arrow, javelin, camping, tilling the soil, and above everything else games having a particular physical and psychic aim."

Professor Perucci supports the Milan system of natural gymnastics by enumerating the kinds of physical improvements which have been observed to take place as a result of it. These are such as would be hoped for under any system, but which, in the opinion of competent authorities, have only been well achieved in Milan. The *Umberto di Savoia* pupils have only three hours daily to complete the prescribed course of study for which physically normal pupils in the public schools are allowed five hours each day. This achievement seems in line with the contention of Professor Perucci and many physicians that artificial, stereotyped, pulmonary gymnastics are of practically no value. It is the end attained which determines worth.

Gymnasiums are in the open and sheltered. Playgrounds are equipped for basketball, handball, swings, bowling, construction games, Boy Scout games, "obstacle-path" games, and many others which hold attention.

Children keep a variety of daily records and notes covering their own physical progress. These serve to stimulate interest in personal development as well as for agencies of learning. Writing, drawing, composition, arithmetic, reading, hygiene, civics, self-direction, and other curriculum values enter into the record and note-keeping project. Children form the habit of personal evaluation and recreation.

The ideals of the modern Italian government may have been illuminated by Professor Perucci when he said "I wish to praise the work of our national government in giving such valuable stimulus to sport-gymnastic education as well as to all open-air institutions. I feel it my duty to see to it that the strength of the nation is made stronger, not by perfecting those who are strongest, but by strengthening those who have the weaker physique and who constitute the majority in society and in the Army."

Physiology

at the Service of Physical Education

Arthur H Steinhaus

Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago.

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to physical education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information. (Reprints of the Steinhaus series may be secured at a nominal cost from the A. P. E. A., Box 362, Ann Arbor, Mich., or from the author.)

No. 23. Pain in the Side or Stitch

SOME say it feels as though needles were being drawn through, while others report a dull ache or pain. It appears to be most common in young people between the ages of ten and twenty years. The sexes seem to suffer equally. It is brought on by certain forms of exercise and stops soon after the exercise is interrupted. Its cause has been speculated since the days of the Greeks but even today we are not sure. The oldest view is that it is due to congestion of blood in the spleen. There are references indicating that the spleens of runners in ancient times were sometimes removed to improve their ability (Krumbhaar, 1926). Since the spleen could not be held accountable for the pain when it appeared on the right side, the liver was brought into the picture to share the blame. With the observations of Barcroft (1927) indicating that during exercise the spleen *contracted,* expelling its blood content, the stretching of the splenic capsule could no longer be blamed, so some theorized that the pain was due to the *contracting* of the spleen. Other views have assigned to shaking of the abdominal organs in general and to the stomach in particular, and to a spasm of the diaphragm, etiological significance. Recently Professor Herxheimer (1927) of Berlin made some careful observations on forty-two boys who regularly suffered such pains when exercising. His findings are sufficiently important to summarize briefly.

Location.—The pain was always felt in the abdomen, usually high, just under the ribs in the costal angle. The *right* side was affected oftener than the left. A few individuals reported pains in the lower abdomen, with or without pains simultaneously in one or both of the costal angles.

Kinds of exercise.—The pain appeared only during rapid walking or running and in certain games involving much running. Swimming, rowing, and cycling never brought it on. (Other workers have observed that the shaking one gets while riding a camel or a motorcycle on a rough road may bring on the pains in an otherwise relaxed individual.) Other facts gathered by Herxheimer indicated that the attack was likely to be more severe on a full stomach, that it was relieved by bending the trunk forward or by applying pressure to the abdomen with the hand, and that it appeared early in exercise, before there was any sign of breathlessness or exhaustion. A more careful examination of the boys who were prone to such attacks revealed normal pulse rates, blood pressure, heart size, electro-cardiogram, red and while corpuscle counts, spleen, stomach, and colon.

The sum total of these observations lead Herxheimer to conclude that the ligaments or mesenteries which support the stomach, liver, and intestines are stretched and otherwise disturbed by the jostling effect of the exercise, thus stimulating their contained nerves which in turn give rise to the sensation of pain. (That a sensation of pain arises from stimulation of the mesenteries is well authenticated.) Support for this view is found in the rather interesting "invention" by Herxheimer's associate, Dr. Kost, of an exercise which will bring on the stitch in most everybody in a short time. The exercise consists in a sort of stationary running in which the legs are not moved but the left and right hips are thrown alternately forward and backward while the shoulders and flexed arms alternate with them. Thus the left shoulder and arm swing forward with the right hip and reverse. Try it! It takes but a few vigorous repetitions of this movement to bring on the "stitch" sensation.

Though the tugging effect on the ligaments appears to best fit the known facts as explanation for the cause of these pains, it leaves unanswered the question of why some individuals never suffer and why certain age groups are most susceptible. Differences in body build, external and internal, and growth tendencies naturally suggest themselves as possible explanations.

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The Place of Physical Education

(Continued from Page 43)

dren in these classes would either have to be dismissed or provided with teachers to care for them.

Physical Poise and Grace.—By teaching neuro-muscular coordination, physical education helps develop grace of movement, alert poise, and confident bearing. The ancient Greeks produced, by means of exercises that developed symmetry of the body, the athletes that posed for their wonderful statues. The body beautiful has become desired by the mandates of modern fashion. From the aesthetic standpoint alone, an erect and pleasing posture is an asset.

The Joy of Effort and Achievement.—Probably nowhere are parents more sympathetic with the welfare of their children than in our own country. To them there is value in any subject that gives their child fun and happiness, apart from the material advantages. While Americans are accused of being materialists they are also idealists when it comes to the value of intangibles for their children. Their interest also comes from a sense of fairness. They want their children to enjoy the rights they had themselves —namely, their natural heritage—the right to be active and free. Congested cities provide no open spaces to play in, no trees to climb, no woods to explore, no brooks to wade, and the nearest substitute is that provided by the organized playground and gymnasium programs. People with plenty of means send their children to private schools in the winter and to camps in the summer. At both of these places the health and physical activity programs are featured above all else and the benefits they bring are the most desired. The majority of parents cannot afford to send

their children to expensive schools or camps and yet that does not mean that their children should be denied completely these same rights. There should be thought for the play opportunities of *all children*.

Conclusion

In view of these pertinent facts, it is most important that all citizens interested in the school curriculum study the various subjects from the standpoint of their relative contributions to success and happiness throughout life.

Many of the older generation believe that the three R's are an adequate education for life because many of them made great successes with only that type of education. But fifty years ago the country still abounded in natural resources of oil, minerals, etc., and big new territories waited to be settled and built up. From today on, however, our children will have to make their success in the face of direct and crowded competition in a country whose natural resources are largely appropriated and taken. The pioneer education, therefore, will no longer serve for a successful life in competition with men and women who are more completely prepared.

The difference today in the education offered by schools in different communities is summed up in the relative ability of their graduates to meet all phases of living. In colleges it is easy to distinguish the students coming from large high schools which have a wide program of subjects and activities and which afford plenty of opportunity to develop self-confidence and leadership. Students from the schools that have failed to provide these opportunities too frequently reflect their lack of broad educational training by timidity and evident feelings of inferiority. This lack of training in how to meet other people causes more suffering, worry, and failures among students than parents realize, and instead of cutting those subjects that furnish opportunity to make social adjustments, parents should demand them. Physical education probably offers more chance to acquire self-confidence and leadership than any other school subject. The large city schools and the private schools will undoubtedly continue to offer the modern subjects that train in all aspects of living. It is the pupils of the small public schools that will suffer by this curtailment.

In brief, the health and physical education program is a very definite need in a life which has changed from the rural type in which families lived independently and were self-sustaining to an urban, industrial type where people are forced into continual cooperation with others both in business and in leisure. Furthermore, the office type of life and the demands of machine work have brought new health needs. Schools should train healthful habits and knowledge that will function not only in the individual's growth and development but in his or her adult life as well. Physical education, through a program of sports and games, develops organic vigor, and teaches recreational skills which equip boys and girls for participation in satisfying and wholesome forms of activity in their leisure time. Physical education is also a means of inculcating proper ethical attitudes of fair play and sportsmanship that are essential in good citizenship. Moreover, it assists in developing normal personality adjustments, of which self-confidence, leadership, ease in group relationships, and ability to cooperate with others are so necessary in business or professional success.

Sense and Sanitation

We can applaud the good sense in those leaders of a former generation who prescribed physical exercise for girls. But doesn't it seem strange that they should sentence their girls to perform vigorous, perspiration-starting drills in bloomer suits that were difficult if not impossible to wash? Today's gym suits of

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AROUND THE COUNTRY

WITH J. E. ROGERS

The annual meeting of the State Directors of Physical and Health Education will be held at Louisville, Wednesday afternoon 12:30-4:30, April 26. This is the opening day of the A.P.E.A. Convention. This meeting will be most important because of the present conditions in education and finance. A splendid program has been arranged and the attendance promises to be large.

* * *

The following significant word comes to our office from a state director: "I have calls from anxious superintendents and anxious teachers of physical education and naturally I give all the aid I can. Yesterday I spent three hours with the school committee of . . . and now I feel that the situation is not only going to be saved but is going to be improved. Here, unfortunately, as in many other places, the director of physical education has failed to make his work felt in the community and it is difficult in such cases to find any defense when members of the school committee feel that they have not been getting the results that are claimed for physical education."

* * *

By popular vote, the people of Parkersburg, West Virginia, voted to continue the municipal recreation program by four to one. Three other cities also voted favorably for the continuation of the municipal recreation program. So when people understand and appreciate a program they will continue it.

* * *

The magazine *Mind and Body* since January has been running a series of short editorial articles on the topic, "What the Administrator Expects of the Physical Educator," or "Putting Education Into Physical Education."

Dr. Frank Kleeberger is one of the pioneers of health and physical education at the University of California. Dr. Kleeberger has been a hard, quiet, sincere worker and we want to congratulate him on California's new gymnasium in which he will preside.

* * *

Adverse physical education legislation was defeated in Indiana, although the Senate unanimously, by a vote of 48 to nothing, had passed a bill which would have destroyed the effectiveness of the state program. It was defeated in the House by indefinite postponement.

* * *

Adverse legislation that had passed both Houses in Iowa was defeated largely through the splendid leadership and efforts of Karl Greenlee. Louis E. Hutto of Des Moines also helped.

* * *

For the past two years, President Danford of the Ohio Physical Education Association has helped very much in that state. Mr. T. G. Keller of Toledo and other physical educators have helped.

* * *

In brief, throughout the country, the officers of state physical education associations have been very active and helpful. Mr. Wiley, President of the Missouri Physical Education Association has been active. It has been a pleasure to see the fine help being given by our own profession in the maintenance of state-wide programs of health and physical education.

Resolutions for 1928

National Education Association

Health and physical education.—Health is winning increasing and clearer recognition as the fundamental objective in the entire program of public education. We recognize health education and health service for children as a definite and appropriate function of the public school. This objective should be defined as health of body, health of mind, and health of character. It is a primary function of the school to discover the health assets and health liabilities of the child, to conduct health inspection for the prevention and control of communicable disease, to keep a record of the health and growth of each child as a part of an educational record, to provide a healthful school environment, and to safeguard the life and health of the pupils in promoting all first-aid and safety provisions against accident.

The purpose of health education is to bring to bear upon every child in the school the greatest possible number of influences favorable to the inculcation of habits, attitudes, and knowledge desirable for individual and community health.

Physical education should put the major emphasis upon an extensive program of wholesome activities for all pupils, rather than the devotion of the facilities of instruction primarily to the more highly gifted and intensively developed few capable of winning victories and contests.

We indorse all movements in the communities and in the schools of the country for the promotion of physical education and mental health. We believe that there is no greater objective in education than the ideal of a sound mind in a sound body.

Resolutions for 1932

National Education Association

The Association condemns particularly the following practices:

1. Increasing the size of classes beyond the point of efficiency. This procedure works a permanent injury to children because sufficient attention cannot be given to individuals.
2. Shortening the school term. Not only does this practice lessen the educational opportunities of children, but it tends to increase juvenile delinquency because of the prolonged and unsupervised vacation periods.
3. Reducing the salaries of teachers. Either direct cuts or the substitution of cheap teachers for those who are competent, experienced, and reasonably paid is a blow at school morale and child welfare.
4. Eliminating health, recreational, vocational, and cultural services and activities. This destruction of the essentials of modern education means returning to a narrow, lockstep, uninspired, and inefficient program of education.

Child health and protection.—The National Education Association commends the careful studies and thoughtful deliberations of the White House Conference on Child Health and Protection. The detailed reports of subcommittees present facts and conditions which demand the united action of teachers, parents, and others who are concerned with the national welfare. The conclusions and recommendations of the conference should be studied and utilized by teachers to meet educational problems.

Curriculum.—The educational program should take into account the interests, needs, and abilities of individuals. It should prepare pupils for cultural, vocational, recreational, and civic responsibilities.

Our physical education leadership is to be commended upon its active support. Honorable mention must be made of H. E. Moore, Birch Bayh, Dr. W. W. Patty, and G. G. Eppley.

* * *

A series of broadcasts once a week for several weeks has been arranged in different parts of New Jersey at the suggestion of the state director, Dr. A. G. Ireland. Prominent leaders in education, physical education, and athletics have participated. Mr. Arthur E. Morr of Camden and Mr. Arthur G. Humphrey of Jersey City have arranged these broadcasts.

* * *

There is a great need for the physical educator to interpret physical education to his community. Very few people understand the new broad program of physical education. They still think of it as muscle building *à la* Sandow, or as training of athletic champions and gymnastic performers. Carl Schrader, State Director of Massachusetts, has been doing a splendid piece of work interpreting and educating, through civic and luncheon clubs, the great field and function of physical education.

* * *

Harry A. Scott, the capable Secretary of the College Physical Education Association, writes: "This will advise you that the name of the Society of Directors of Physical Education in Colleges has been changed to the College Physical Education Association. This action was taken at the meeting on December 28, 1932."

* * *

Our profession has suffered a great loss in the death of Miss Lydia Clark who passed away Sunday morning, February 26. Miss Clark had been Director of the Department of Physical Education for Women at Ohio University for many years. She had been a pioneer in our profession. Miss Gladys E. Palmer has been appointed Acting Director of the Women's Department for the remainder of this year.

* * *

The National Society of State Directors of Health and Physical Education will hold their annual meeting in the Derby Room of the Hotel Brown, Wednesday, April 26th, at 12:30 P.M. President William Moorhead, State Director of Pennsylvania, will preside and Dr. Oberteuffer, State Director of Ohio, will open up the discussion meeting at the luncheon.

* * *

Ralph Wiley, President of the Missouri Physical Education Association, is quite active. He is helping to maintain the statewide program which has been so effectively developed in the past twelve years in that state.

* * *

C. L. Glenn, Director of Physical Education in Los Angeles, is doing a very fine job. He has just sent me an excellent statement which is an outline of the physical education program for boys in junior and senior high schools. There are very few modern outlines in regard to secondary physical education. Blanchard of Detroit and others have been working in this direction.

* * *

George Hendricks, State Director of Delaware, is doing some very effective things in that state. The State Department of Education has just published a course of study for rural schools. It is a very practical set-up and one that will be helpful to the classroom teachers. In rural states, physical education cannot be done by specialists or full-time teachers; therefore courses of study must be helpful in the organization and administration. This recent publication by Mr. Hendricks is a contribution to this particular field. State Superintendent H. V. Holloway is a good friend to physical education.

* * *

The students of the physical education department of the University of Texas have a monthly news letter. It is a very snappy, newsy bulletin and it has done much to develop a professional spirit among the students in that state institution. Joe Holmes is editor; Helene Wupperman is assistant editor. The majors at the University of Texas have a very fine spirit.

SPECIAL NOTICE

The two books advertised below were rushed through the presses so as to have them ready for Spring Publication. Both are important contributions to your work and they merit your attention.

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Eastern District Association News

(Compiled by Louis A. Alexander, University of Rochester Rochester, N. Y.)

PENNSYLVANIA

William G. Moorhead

Mr. Arnold Fink, Director of Physical Education, Lancaster Public Schools, has organized a health council in every elementary school in the city. This council consists of the principal, one teacher appointed by the principal, school nurse, janitor, play, class, and squad leaders. The purpose of these councils is to provide for a practical interpretation of health through participation in actual situations. Mr. Fink also this year has issued a health and physical education news letter which is so successful that Superintendent Gress has asked him to include other news items of interest to teachers in other fields.

Mr. William E. Brown, Director of Physical Education at Sayre High School, has organized a basketball tournament for both boys and girls who are not attending high school. These activities are confined entirely to the intramural type and Monday nights are given over to the games. They include the three boys' leagues—church, ward, and business men. These leagues include eighteen boys' teams and four girls' teams. The leagues are financed through a nominal charge of ten cents for each player. The referees are paid seventy-five cents a game. At the end of the season medals are presented to the winners in each league. This is the second season for this organization and it has been very successful

Mr. E. M. Sanders, Director of Health and Physical Education at the State Teachers College at Indiana, has offered, through electives, physical education opportunities for upper classmen to participate in physical activities in addition to those prescribed through the regular curriculum. A splendid swimming pool at Indiana has provided opportunities for many of the students to pass the senior life-saving tests each year.

The intramural basketball at this college has been placed on a fraternity, department, and class league basis. There are twelve teams of eight men each, which means that ninety-six boys will participate in this program. In addition to this intramural league, the college is conducting an Indiana County Basketball Tournament under the rules and regulations of the Pennsylvania High School Athletic Association.

The Hill School at Pottstown has reason to be proud of its new physical education plant. The unit includes the James Gillison, III, Memorial Basketball Court and the Michael F. Sweeney Gymnasium which provides space for three basketball games at one time, in addition to that space which is used for boxing, wrestling, and apparatus. Other unique features include a physiotherapy room and ultra-violet lamp and photographic room, driers, trophy room, medical and physical directors' offices, and offices of administration. Headmaster James I. Wendell is an ardent advocate of physical education activities. During 1912 he was a point member of the United States Olympic Team. Anyone desiring further information with reference to this new unit should write to Mr. Clark R. Allison of the physical education department.

Dr. Harry B. Burns, Director of Hygiene in the Pittsburgh Public Schools; and Mr. Horace Geisel, Director of Health and Physical Education in the Harrisburg Public Schools, inform us that the boards of education in these cities have thrown open their high school gymnasia for the recreation of the unemployed. Instructors of physical education are giving their services free for this purpose.

Pittsburgh schools (secondary and elementary) are now regularly collecting data concerning all accidents occurring in the work of the program of physical education. A standard report form is used, which in addition to the usual personal record of name, age, sex, grade, time, school, etc., provides also for recording the nature of the injury, the character of the occasion, the part of the body injured, the activity during which it occurred, the equipment being used, the place of occurrence, the immediate and contributing causes, the school time lost by the pupil, and the treatment administered.

Mr. Hugo Bezdek, Director of Physical Education at Pennsylvania State College, has reorganized his staff and added three new staff members as follows:

Mr. Earl E. Leslie, graduate of the University of Oregon, and Teachers College, Columbia University.

Mr. Gilbert F. Loebs, graduate of Springfield College, University of Pittsburgh, and Teachers College, Columbia University.

Mr. Nelson Walke, graduate of the University of Cincinnati, Columbia University, and Normal College of N.A.G.U., Minneapolis.

The staff at the present time consists of the director, two professors, six assistant professors, six instructors, a business manager, and assistant business manager. Mr. Bezdek is developing a splendid intramural program at Penn State, and he is also head of the graduate school offering an approved curriculum in health and physical education.

DELAWARE

George F. Hendricks

Real progress is being recorded daily by various communities in their efforts to eradicate physical defects disclosed by examinations made among Delaware school children.

This concerted action by P.T.A.'s, Legion Posts, and other organizations in the several communities is an outgrowth of the Delaware White House Conference.

The interest and drive for the stimulation and promotion of correctional programs has been supplied by the Delaware Health Council which offers to all communities speakers, films, information, and suggestions as to ways and means of promoting and carrying out all phases of correctional projects.

To date three dental clinics have been established in various schools, tonsillectomy has been initiated where the need appeared urgent, and intensive programs, in the interest of nutrition, tuberculosis, and immunization, have been promoted with marked success.

A *Course of Study in Physical and Health Education* for all schools of five teachers or less has been in the hands of all teachers for about two months. A separate course, *Book II*, for elementary grades I through VI for all schools is ready for distribution.

Book III for junior and senior high schools is being prepared and will be issued next fall.

With a moratorium on state championship contests in effect this year, over half of our high schools are now free to devote much of their time, energy, and finance to the development of broad comprehensive intramural programs.

In most schools these programs involve all junior and senior high school students—boys and girls.

The promotion of such programs represents real forward progress since it largely means scheduling of these activities during the school day, for over 60 per cent of high school students are transported and therefore leave school at 4:00 P.M. daily.

Though no sectional or final championship contests are being held, this fact has apparently in no way diminished the interest or scheduling of interschool contests in various forms of athletics.

Thus far, it appears that most of our high school teams are beginning to get real enjoyment from these contests since the urge of a championship team and attendant outside pressure has been removed.

In all seasonal athletics we have a large number of divisions but a small number of teams in each division; therefore each school, in addition to playing their regular league schedule, has opportunity and the time to schedule games with competitors of their choice. This arrangement seems to meet the approval of most schools.

All interschool contests as promoted in the various leagues are sponsored by the Delaware Interscholastic Athletic Association (D.I.A.A.) as in former years.

NEW JERSEY

Dr. Allen G. Ireland

High school athletes in Jersey City are given a thorough medical examination at the Jersey City Medical Center, one of the largest and best equipped institutions of its kind in the country. The

examination is given with all clothing removed and includes X-ray of lungs, teeth, and jaw, and urinalysis, along with the usual items.

If you are traveling anywhere near Plainfield, plan to stop off for an inspection of the high school girls' field house. Besides being the acme of utility, it is a thing of architectural beauty, both the structure and the landscaping. Miss Addie P. Jackson, Supervisor, will be a gracious and obliging host and guide. If possible, make an appointment.

The latest point systems for girls to be submitted come from Lakewood and Bound Brook High Schools. They look good.

There is considerable merit to the Montclair plan which permits boys to organize their own teams within the school. When a boy captain announces he has a team ready in a certain sport, the physical education department assists that team to arrange games with teams of similar classification within the school.

Rahway High School is starting an experiment that deserves study. Owing to a lack of facilities, the program is to be carried out in two nearby schools having gymnasiums and, later, on the school athletic field. All physical education work will be scheduled for the late afternoon, from 3:30 to 5:30 P.M. In effect, it is a lengthening of the school day. Attendance will be mandatory as though scheduled on the usual school time.

Under the regular intramural plan at Montclair, the boys arrange their own games. There is no set schedule. The sports are touch football, soccer, and speedball.

Harry Baldwin, of New Brunswick High School, recently had an opportunity to defend physical education before an important men's club. He did brilliantly, we are told, succeeding in arousing the group to a new point of view.

The same is true of Walter Short who recently addressed the Trenton Lions Club. The best part of it, Mr. Short says, was the after-meeting when many members remained to ask questions.

We cite the above instances because of the untold values they hold. We need to do more of it. Oratory is neither wanted nor necessary. A plain sincere statement of facts will do infinitely more good.

Walter Gardell reports that his department is launching a new health education program. "Good work!" we say. We should take the initiative when the opportunity is there.

CONNECTICUT

Dr. Charles J. Prohaska

It is encouraging to note that physical education and health throughout the state are among the subjects which superintendents wish to retain and are defending.

New Haven Society of Physical Education held a splendid meeting recently at which Dr. Anderson outlined the pioneer steps in founding both the American Physical Education Association and the College Physical Education Association. Both organizations are the outgrowth of the idea and interest originating with Dr. Anderson who is still active as a member of the student health staff at Yale University.

The Hartford County Health and Physical Education Society has held regular monthly meetings which were well attended. Health workers and supervisors of physical education invited as their guests for one meeting the superintendents and high school principals of their towns.

The annual high school state swimming meet, sponsored by the Connecticut Interscholastic Athletic Conference, is to be held in the new Whitney Building at Yale University. The Yale Council on Athletics has done a great deal to assist the Conference in promoting state high school competition.

MAINE

Grace C. Howard

Professor Roland H. Cobb of Bowdoin College, Professor Helen A. Lengyel of the University of Maine, and Mr. George Vinall of Deering High School are serving as directors on the executive board of the Maine Society this year. Professor Lengyel has been elected a member from Maine to the Legislative Council of the American Physical Education Association.

Maine is not upholding her reputation as good winter sports country this year. The warm winter and lack of snow have made impossible an extended winter sports program this season. The

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colleges and high schools that feature winter sports are still waiting patiently for enough snow to make possible practice in these activities.

A news sheet, issued monthly by the Maine Society, and sent to members of the physical education profession within the state, is being tried here. The State Department of Education has very kindly done mimeographing and mailing and paid the stationery and postage bills. Current topics of interest to the profession as well as personal news has been included in the news notes.

Plans are already well in hand for the program of the Physical Education Section of the Maine State Teachers' Convention which meets at Lewiston next October. Bates College and the public schools of Lewiston have shown a fine spirit of cooperation. We are also looking to the University of Maine and Colby College to give us help as they so generously did last year.

MASSACHUSETTS

Richard J. Schmoyer

In Lynn, Massachusetts, an inter-senior high gymnasium apparatus meet will be held at the English High School on Thursday, March 16, 1933. On Tuesday, March 21, an inter-junior high school gymnasium apparatus meet will be held at the English High School.

Inter-grade gymnasium apparatus meets will be held as follows: Monday, March 20, tenth grade at Classical High girls' gymnasium; Monday, March 27, eleventh grade at English High boys' gymnasium; Monday, April 3, twelfth grade at Classical High girls' gymnasium; Tuesday, April 18, seventh grade at Eastern Junior High gymnasium; Friday, May 5, eighth grade at Breed Junior High gymnasium; and Friday, May 12, ninth grade at Pickering Junior High gymnasium.

The following pieces of apparatus will be used: side horse, ropes, parallel bars, mats, and horizontal bars.

His Honor, Joseph B. Ely, Governor of Massachusetts, has asked chairmen of school committees to establish organized activities in the schools. The Governor feels that an extended use of schools is desirable, particularly at this time. The use of gymnasiums, auditoriums, reading rooms, and work shops is advocated. These items were taken from a letter sent by the Governor on November 4, 1932.

The Town of Needham decided by questionnaires submitted to the citizenry that it would not curtail its program. The following results are of interest:

	Yes	*No*	*Blank*
1. Do you favor abolishment of the sub-primary classes, commonly called kindergarten?	232	973	25
2. Do you favor discontinuing instruction in drawing in schools?	161	1052	17
3. Music in the schools?	156	1059	15
4. Physical education in the schools?	87	1125	18
5. Sewing and cooking in the junior high schools?	179	1031	20
6. Manual training in the junior and senior high schools?	122	1086	22
7. Discontinuing some of the transportation by increasing the distance children will be required to walk to school or furnish their own transportation?	132	1060	38

According to this tabulation physical education received the lowest negative vote in the list.

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NEW YORK

W. W. H. Mustaine

Glenn E. Manning, Supervisor of Physical Education at Lake Placid, writes that physical fitness tests will be given and utilized in organizing individual corrective work to the fullest extent possible. At present corrective cases are found through examinations given by the school physician and nurse. The defects discovered are reported to parents, and the school is doing much to assist indigent cases in having defects corrected. Supervised showers are required and each pupil from the third grade through high school is provided with soap, and a large paper towel for use after bathing. Lockers and shower rooms are cleaned with an antiseptic solution daily.

Edwin J. Storey, Supervisor of Physical Education in Mamaroneck, reports progress in applying the new physical education program in the junior high school. Pupils are classified as A, B, C, or D, according to physical fitness, with time schedules and, to some extent, programs differentiated accordingly. Individual corrective work is being gradually organized. Pupil leaders are selected from the A group and have free use of the gymnasium on Friday afternoons. Time is allowed for dressing and showers, and the pupils are provided with clean towels. At present thirty-four boys' basketball teams and thirty-four girls' basketball teams are playing an intramural series of games for each sex, with official pupil referees, scorekeepers, and timekeepers. Pupil reporters write up the games.

Michael Goldberg, Physical Director in the State School for the Blind at Batavia, recently reported the results of his physical fitness tests for boys. Of the 19 boys of high school grades who were tested both in June and in December 1932, 9 boys made an average gain of 14 points in P.F.I., 8 lost an average of 5 points, and in 1 case the score was unchanged. The average score for the entire group was P.F.I. 89.3 in June and 93.6 in December. These scores and the gains made are very creditable for blind or partially sighted boys, when it is considered that the variety and amount of their physical activities are limited.

The school health department in Jamestown "works closely with the physical education department. No child is allowed to enter competitive sports or after-school activities without a medical examination. More thought is given to the future welfare of the individual than to the immediate athletic attainment. Cardiac and orthopedic cases, upon advice of a physician, are recommended for special exercises."

Solon Butterfield, Supervisor of Physical Education at Delmar, reports that physical education is being integrated with the new unit programs of classroom teachers in the elementary grades. Further efforts will be made to perfect the plans for integration of physical education with other curricular activities.

Walter A. Cox, Supervisor of Health and Physical Education in the Albany Public Schools, and Kenneth B. DuBois, Assistant Supervisor, have been conducting throughout the school year some very careful experiments in organizing intramural competitive activities, both individual and group, on the basis of strength index levels. This plan is being used as an administrative method of equalizing the powers of competing teams or individuals. A statistical study will be made of the data for competitions of various types. The use of the S.I. in the classification of junior and senior high school pupils for intramural athletic competition has proved quite successful in many school systems in the state, and the results of the scientific study being made in Albany should be interesting and significant.

Harold W. Herkimer, Supervisor of Health and Physical Education in Niagara Falls, reports that of a total school enrollment of 16,328 in 1931-32, 12,418 pupils (76 per cent) participated in after-school intramural recreational programs during that year. This represents a steady growth in the percentage of participants during the past four years.

The new presidents, vice-presidents, and secretaries of the eight districts of the State Health and Physical Education Association for 1932-33 are, in the order mentioned, as follows:

Southeastern District: Frederick Wohlers, Scarsdale; Milton Bundy, Huntington; Marion Marsh, White Plains.

Southern District: John Allen, Binghamton; Mrs. Ruby Maxson, Binghamton; Maude Luscomb, Binghamton.

Eastern District: William Eddy, Schenectady; Eleanor Copley, Troy.

Central District: Harold M. Gebhardt, Syracuse; Mrs. Annette McFarland, Syracuse; Henry Berberick, Syracuse.

Northeastern District: Kenneth Hausner, Port Henry; F. C. Stull, Ticonderoga; E. Jane Warner, Lake Placid.

Northern District: Fred Kleemeier, Ogdensburg; L. Towne, Potsdam; Ruth Chegnay, Potsdam.

Central-Western District: Gertrude O'Hearn, Rochester; Dr. Ralph Sheldon, Lyons; Charles O'Brien, Rochester.

Western District: Alfred C. Seelback, Buffalo; Harold Herkimer, Niagara Falls; Sophia Hoffman, Buffalo.

The state officers were also re-elected for a two-year period. These are: Ellis H. Champlin, Buffalo, President; Frank B. McGovern, White Plains, Vice-President; Ray G. Glunz, Buffalo, Secretary. Herman J. Norton of Rochester was also re-elected Honorary President and member of the Executive Committee.

The Executive Committee of the Association at its meeting in Schenectady in November took definite action looking to the further growth and influence of the Association and the strengthening of the programs and function of the district organizations. Committees were appointed to study the question of a code of practice, to have health and physical education included in the broadcasting program of the State Teachers Association, to revise the constitution of the association with special attention to aims and objectives and to provide district presidents with outlines of suggested official activities to be organized and promoted by district officers during the present school year.

The Program for My Boy

(Continued from Page 20)

I feel that this study has been of definite educational value both to the parent and the interviewer. Parents who may have held a somewhat critical attitude toward our work changed this attitude and became quite enthusiastic after finding out how mistaken they were in their conception of the program, and after learning what wonderful advantages a well organized activity program offered to the boy. The interview certainly gave the parent a broader viewpoint of our field of activity, and there is no question but what we will receive more hearty support in the future, where we try, even under the handicap of lack of facilities, to put on a program which will more largely meet the need of all pupils, and which will tie up with total community needs and interests. We can now expect parents to unite with us in demanding better facilities and more available time for the promotion of our program.

The interviews, too, have been educational to the physical education teacher or interviewer, since the teacher, his program, and the field in general have been commended or criticized by the parent who represents the child, for whom, after all, our program is set up. The results of these interviews should stimulate all men in our field to the realization that if we are to retain our place in the curriculum, and that if our program is to be of real value to the child and to all members of the community, there can be no loafers on the job—we must be energetic, alert, and progressive, striving to make our program so valuable to the child and the community that in the revaluation it will be considered one of the definite essentials.

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It May Interest You to Know---

WITH the annual convention of the A.P.E.A. but three weeks off the two committees of the Public School Section are hard at work preparing their reports. These are being looked forward to with anticipation.

Miss Laurentine Collins, Assistant Director of Health and Physical Education in Detroit, is chairman of the Committee on the Curriculum. Miss Collins has done considerable work along the lines of curriculum building and has an able committee. A study of this would naturally reflect the best practice in physical education and some of the types of work in all sections of the country.

The work which Mr. W. W. H. Mustaine, Assistant State Director of Health and Physical Education in New York, has done with "Objectives and Policies" is well known in the East and, as chairman of a committee composed of men and women who have done much thinking along these lines, should set up some real, practical objectives. So few physical education teachers plan their work on the basis of objectives that the report of this committee will be of great assistance.

It is the plan of the chairman of the Public School Section, Julius E. Kuhnert, Mount Vernon, N.Y., to devote one session to the study and discussion of these reports. The discussion is planned so that those not in agreement with any part of the report may have the privilege of stating so. Favorable comments and suggestions should also be given so that the reports will be complete in every respect and reflect quite thoroughly the thought of the entire section.

For another section meeting, the chairman is going to secure an outstanding speaker and leader in the field of education or allied fields.

* * *

THE March issue of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION contained a series of articles explaining the need for the health and physical education program in the modern school and community life. The different articles discussed different phases of the contributions of this program. In case your Superintendent, your Principal, or the citizens of your community interested in modern education have not seen a copy of this issue, we shall be glad, as long as the copies last, to forward a complimentary copy on receiving the name and address of such individuals.

* * *

A FURTHER new note of interest comes from Russia. In 1932 faculties of physical education were founded at the Moscow and Leningrad medical institutes. During five years' training, the students study physical and social environment, in addition to medicine and general science. They must take an active part in the organization of sport at school, in industry, and in the towns. They must be well acquainted with rational nutrition, and must know anthropometry, physical set-ups, hygiene, clinical methods, and all phases of physical education.

* * *

THE Pocono Study Tours have just made announcement of the Third Annual Physical Education Tour of Europe. The first group will sail April 7, 1933, for a twelve-week trip; and the second group will sail June 30, 1933, for a nine and one-half weeks' trip. These study tours are a non-profit educational venture and afford students and teachers of physical education and recreation an opportunity to investigate the best work that is being done in the field in Europe. Members of the party will have the opportunity to meet famous German, Finnish, English, Danish, and Austrian authorities in sport and recreation. The Chairman of the Committee for Educational Supervision is Dr. Jay B. Nash of New York University. Detailed information concerning the itinerary and expenses may be secured from Dr. Nash, from Dr. C. W. Savage of Oberlin College who will have charge of one of the tours, or from the offices of the Pocono Study Tours at 55 West 42nd St., New York City.

* * *

A SUMMER session for American and English teachers and students of physical education is offered this year by Sydsvenska Gymnastik Institutet, Lund, Sweden, from July 27 to August 12 (sailing July 13—return September 9). In connection with this summer course a tour of Sweden, Norway, and Denmark is planned, which will include educational as well as sight-seeing features.

The tour is under the supervision of Miss Signe E. Hagelthorn, Executive Director of National Personnel Service, recently Associate Professor of Education in New York University. Miss Hagelthorn is familiar with the educational institutions of Scandinavia, and has command of the languages of the three countries. She will give a series of lectures in connection with the summer term to aid in the orientation of the students, to interpret the cultures of the Scandinavian countries, and to discuss the adaptation of some of the educational features to American conditions.

The tour is sponsored by the Swedish State Railways and the Swedish-American Line. Travel rates are amazingly low this summer, and the cost of the tour includes the tuition and living expenses during the session at Lund. For information address: Miss Signe E. Hagelthorn, care of Swedish State Railways, 551 Fifth Avenue, New York City.

* * *

UNDER the leadership of Dr. George E. Goss, F.R.G.S., of the College of the City of New York, who spent seven years in the administration of physical education in Europe, arrangements have been made to visit educational centers, social institutions, and sports organizations, and to attend lecture sessions and seminar conferences. Among the leaders in physical education who have agreed to address Dr. Goss' party on one or more occasions are: Sir George Newman, of London; Dr. Carl Diem, of Berlin; Dr. Imre Szukovathy, of Budapest; Baron Pierre de Coubertin, of Lausanne; Professor J. Jacques Dalcroze, of Geneva; and Colonel W. P. Hubert van Blyenburg, of Utrecht. These leaders are also

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arranging trips and conferences for the members of the tour.

The tour will visit England, France, Holland, Germany, Czechoslovakia, Hungary, Austria, and Switzerland. Tourist cabins on the new S. S. Washington have been arranged and all inquiries about the tour may be made to Dr. George E. Goss, College of the City of New York, 23rd Street and Lexington Ave., New York City.

* * *

STATE, city, and college directors have recently been unusually active in stimulating membership interest in the Americal Physical Education Association. Among the most recent returns has been the campaign by Mr. R. E. Laveaga which resulted in ten new members from the Boston Y.M.C.A. Herman J. Norton of Rochester secured almost 100 per cent enrollment of the teachers in his department at Rochester, New York. Professor Floyd Eastwood of New York University during March held a display of sample copies of the JOURNAL and *Research Quarterly* and, as a result of this drive, a large number of student members joined the National Association.

* * *

A MIMEOGRAPHED description of the after-school recreation program of Rochester, New York, has just been published from the offices of Mr. H. J. Norton. The unusual feature of this complete intramural program is the unusually low cost at which the achievement has been accomplished.

* * *

IT IS of interest to physical educators to learn that the school authorities of the city of Toronto recently voted to discontinue the long standing Cadet system of military training in the city schools and substitute instead the modern program of physical education. Many other cities of Canada are actively promoting physical education activities.

* * *

THE annual convention of the Association for Childhood Education will meet in Denver from June 27 to July 1. The Association of Childhood Education is an outgrowth of the International Kindergarten Union and the National Council of Primary Education. A five-day program of speeches by educators of national prominence will be climaxed by an elaborate pageant to be staged in the Park of the Red Rocks on June 30.

* * *

EACH year during the Department of Superintendence meeting of the National Education Association, the Associated Exhibitors present the "American Education Award" to a person who has made a definite contribution to some phase of education. This year at Minneapolis, Amos Alonzo Stagg, Director of Physical Education at the University of Chicago, received that award. The presentation took place at a banquet at the Nicollet Hotel in Minneapolis with President Coffman of the University of Minnesota making the presentation.

* * *

THE annual observance of Child Health Day on May 1 has been taken over by the Conference of State Health Authorities of North America. The American Child Health Association has published a pamphlet for the help of those who are preparing a Child Health Day program. This may be obtained for ten cents at the offices of the American Child Health Association, 450 Seventh Ave., New York City.

* * *

THE January number of *Camp Life* contains an interesting article by the Editor, Mr. Ben Solomon, entitled "Is the Summer Camp a Safe and Healthful Place for Children?" This article is on an important subject and it has been treated most carefully and completely. Mr. Solomon has kindly made an offer to send any inquirer a free copy of this issue of the magazine. Address *Camp Life*, 56 W. 56th St., New York City.

* * *

DR. O. R. Yoder, Assistant Medical Superintendent of the Ypsilanti State Hospital which is mainly concerned with mental diseases, in a recent address before the Ann Arbor Woman's Club, spoke as follows:

"The solution of the problem of mental disease lies not in care but in prevention. . . . It is an unfortunate thing that our school budgets must suffer and it is of great credit to those in that profes-

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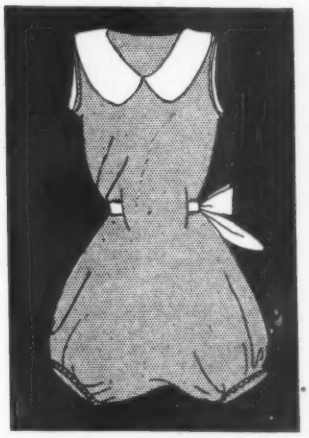

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Special Guest for 1933 session is Miss Hilda Burr, Graduate of Chelsea College, England, Instructor in Hockey at the University of Michigan and author of "Field Hockey for Coaches and Players"—who will teach the hockey classes and give special club hockey instruction.

New Course for 1933 is Girl Scout Leadership Training Course, given through the Regional Office of the National Girl Scout Organization.

The camp group is limited to fifty in the belief that greater social values can be obtained with a small number sharing together this unique situation of summer school courses in a camp environment. Discussion groups, camp fires, recreation parties and group singing are included in the informal program of camp.

Camp caters primarily to teachers of physical education who wish to keep their teaching technique up to date. Emphasis is given to the training of officials for Junior High School, Senior High School and College Play Days as well as training for the national ratings of officials in Field Hockey and Basketball.

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sion that they carry on. . . . Our educational system must have men and women of unusual calibre who can recognize and deal with problems of delinquency and maladjustment. It is a poor economic principle to discontinue forms of special educational methods when it costs only $72 to educate each one of our twenty-six million children annually and it costs $623.72 to care for each one of our 333,317 insane annually. . . . If one case of mental disease can be prevented by our teachers, and from 30 to 50 per cent can, there would be sufficient money saved to educate nine normal children each year. Do we hesitate to vaccinate or to prevent corn borer? Why hesitate to appropriate funds to prevent a disease which takes more school children than will graduate from colleges and universities?"

* * *

AN INTERESTING article, "The Future of Education" by H. G. Wells, appeared in the February 1933 issue of the *Cosmopolitan* magazine in the series of articles, on page 16, entitled "100 Years from Now." Of special interest to our profession is his prophecy, "Everyone will be educated as a matter of course. The community will be an educated community. And that education will aim at the fullest development (having regard to idiosyncrasy) of the physical and mental possibilities of every individual. It will include therefore dancing in every form of beauty-giving, health-giving, and skill-giving exercise, a training in critical thought and the evocation of manual dexterity."

He adds: "Moreover, education must involve a training in conduct. Consideration for others, decency, and the truth-telling habit of mind do not come by nature. The forming of habits of behavior is perhaps the most essential part of education."

* * *

THE annual observance of Boys' Week will take place April 29 to May 6. Communities all over the world, during this period, arrange programs devoted to the development and preservation of character in the coming generation. A manual of suggestions for the 1933 programs has been prepared by the National Boys' Week Committee for the United States and may be obtained at 211 West Wacker Drive, Room 820, Chicago, Illinois. It contains suggestions concerning organization, advisory council, general chairman, programs, publicity, and finances. It will be most helpful to those in charge of the activities of this week.

* * *

A STRONG statement of fact has been sent to every physical education teacher in the state of Connecticut from the offices of Dr. Charles Prohaska, Supervisor of Health and Physical Education for Connecticut. Dr. Prohaska writes: "It has already been pointed out that strength lies in national and state organizations. You cannot hope to keep abreast of the times unless you are willing to participate in the programs which are carefully planned for your professional advancement and in every way willing to support those organizations which have brought your profession to its recognized and indispensable level. This gain must in no way be jeopardized. They are depending upon your LOYALTY, COOPERATION, and SUPPORT.

* * *

PENNSYLVANIA State College has changed the dates of its summer session as advertised in the February issue of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION. The new dates are July 6 to August 15. The old dates were July 3 to August 11.

* * *

IN THE recent copy of *Parent-Teacher News* the sentiments of State Congresses of Parents and Teachers is expressed in the resolution sent to the New Jersey Legislature as follows:

"The New Jersey Congress of Parents and Teachers favors strict economy in school administration, but is inalterably opposed to the false economy which, if followed, would waste our human resources. It calls on its membership to work for the defeat of any plan that would lessen the educational opportunities of children by shortening the school term, lowering present educational standards, and eliminating any school subject or activity that contributes to the health, culture, or vocational training of our future citizens." The seriousness of the situation as it pertains to schools and education is reflected in the numbers of state meetings and resolutions to state legislatures that have been promoted by parent-teacher congresses. Alabama, Colorado, Indiana, Oklahoma, Oregon, and New Jersey report activities in behalf of the children and education.

The Thirty-seventh Annual Convention of the National Congress

of Parents and Teachers will be held in Seattle, Washington, May 21–27, 1933. The central theme of the convention is "The Child and His Community." The dates have been planned to enable delegates to take advantage of summer tourist rates.

* * *

THE Y.M.C.A. of Greece is promoting the only marble fireplace for a boys' camp that is known to exist. It is being built at the National Hellenic boys' camp at Pelion, Greece, situated in the legendary birthplace of Achilles. The marble stones that form the fireplace are found in abundance on the beach before the camp. They will be sold to interested supporters of the project at $2.00 each and will be carved with the name of the donor, the year, and any message of not more than five or six words. Already several stones have been bought by friends in the United States, and the Rochester Y.M.C.A. has also given funds for a memorial social and dining hall. Anyone interested in the description of this camp or in buying a stone in its marble fireplace may send an international money order or a personal check to Lewis W. Riess, (X.A.N.) Y.M.C.A. Building, Salonika, Greece.

Schools Having Ten or More Student Memberships in the A.P.E.A.

State Teachers College E. Stroudsburg, Pa.	203	Notre Dame University Notre Dame, Indiana	18
Penn State College State College, Pa.	89	State Teachers College Emporia, Kans.	18
Columbia University New York, New York	67	Arnold College New Haven, Conn.	17
Bouvé-Boston School Boston, Mass.	63	Mills College Mills College, Calif.	12
State Teachers College Slippery Rock, Pa.	54	Sargent School Boston, Mass.	12
New York University New York, New York	28	University of Michigan Ann Arbor, Mich.	11
Temple University Philadelphia, Pa.	25	University of Nebraska Lincoln, Nebr.	11
State Normal School Cortland, New York	25	Oberlin College Oberlin, Ohio	11
University of Florida Gainesville, Fla.	24	University of Washington Seattle, Wash.	11
University of Alabama University, Alabama	22	Kendall College Chicago, Ill.	10
Ithaca College Ithaca, New York	22	Northwestern University Evanston, Ill.	10
Russell Sage College Troy, New York	21	University of Oregon Eugene, Oregon	10
		West Virginia University Morgantown, West Va.	10

A COMPILATION of abstracts of articles dealing with tests in physical education has been prepared by the senior major women at the University of Michigan. These abstracts are taken from the *Research Quarterly*, the JOURNAL OF HEALTH AND PHYSICAL EDUCATION, the *American Medical Journal*, the *American Journal of Physiology*, and the *Journal of Experimental Psychology*. The compilation will be helpful to those interested in tests. Copies of these mimeographed abstracts may be obtained by addressing Barbour Gymnasium, University of Michigan, Ann Arbor, Michigan. Dr. Mabel Rugen reports that the price is 20 cents per copy.

Body Mechanics

(*Continued from Page 31*)

during the school age will save many adults from years of needless pain and other forms of chronic invalidism.

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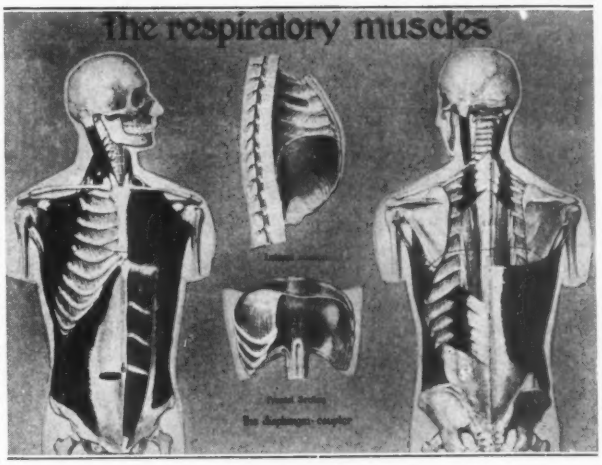

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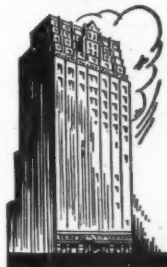

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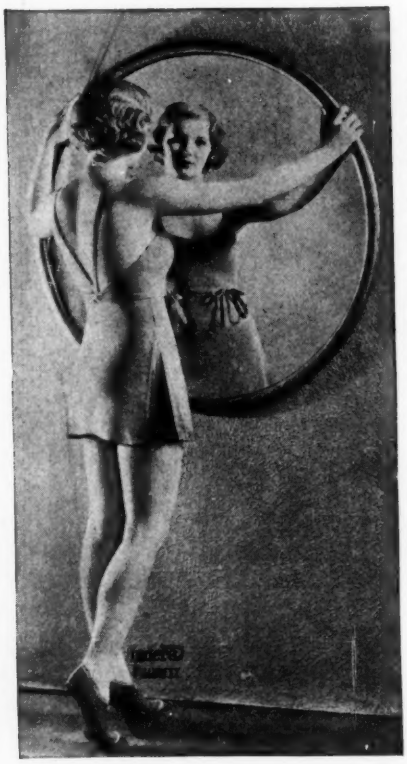

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Girl Scouting

(Continued from Page 9)

day camps, where city girls who cannot go far from home spend the day several times a week in characteristic camp activities; moving or "gypsy" camps for experienced campers, where from eight to ten girls with at least two leaders travel on foot, on horseback, by canoe or automobile, making camp in a different spot each night; winter camps, where a similar group spends sparkling days in the open and the evenings around blazing logs in some snug camp house or farm house.

Girl Scouting encourages hiking and camping not only because they are healthful and happy forms of recreation but because they foster, as nothing else can, certain major objectives of the Girl Scout program and embody its underlying philosophy.

In this machine-made age, hiking and camping make girls familiar with natural resources and put them on their mettle to devise simple and ingenious ways of living comfortably and happily without modern conveniences. Going to camp is often a girl's first experience away from home and helps her to stand on her own feet and to outgrow childish dependence and childish forms of getting her own way. It offers her a chance to work with her hands, to use her imagination, to get along with others, and to learn the first lessons of community living and good citizenship. Above all, it provides an outlet for the spirit of adventure for which ordinary life provides little scope. Camp is a real intermediate step between childhood and later youth and maturity. Tastes and hobbies acquired on hikes and in camp may form the basis of lifelong interests and recreations. And both hiking and camping, wisely done, promote health of body, mind, imagination, and emotions. On hikes and in camp, as in troop meetings, the Girl Scout patrol system furnishes the advantages of the small, friendly, largely self-directing group, no matter how large the total number.

Since Girl Scouting lays so much stress upon hiking and camping, it is also under the obligation to provide adequate training for Girl Scout leaders in hiking and camping procedures. It therefore conducts repeated courses throughout the country in "tramping and trailing," troop camping, camping in established camps, day camps, gypsy camps, and winter camps; holds frequent camp conferences, and issues various kinds of printed and mimeographed material on hiking and camping, which may be obtained from Girl Scouts, Inc., 570 Lexington Avenue, New York City. Leaders are encouraged to take frequent "refresher" courses, so that they may keep up with modern ideas and techniques as well as keep alive the true spirit of outdoor living and doing. Leaders coming together from many parts of the country learn much, also, in an informal way from each other.

THUS, outdoors and indoors, Girl Scouting seeks to promote full, vigorous, and healthful life for the individual through the group. It is always dependent upon such organized professional groups as the physical education group to keep it abreast of scientific knowledge and sound and forward-looking educational practice. But it

ventures to hope that it may serve as a sort of laboratory for trying out some of the new ideas in physical education with a voluntary recreational movement which has behind it the immense driving force of the interests and desires of the girls themselves. Close as have been the relations between Girl Scouting and physical education, there are countless unexplored opportunities for further mutual helpfulness.

Program Accomplishments

(*Continued from Page 27*)

by the system of having students, out because of sickness, return through the nurse's office. It may have spared both the student and the family many a distressing situation. There are the physical examinations which periodically give the basis for instruction in the gymnasium class. There is the corrective work in many schools which has cured many a minor deformity. Then, too, there is the seeming marvel in the large cities that hundreds of boys and girls, though miles from convenient water, are able to swim as if brought up on the banks of a lake. The swimming pools have been of immense value both as means of exercise and in training for an art which is useful and healthful beyond measure. And, finally, there is the school playground, invaluable in a crowded community.

These are some of the advantages which I should like all our boys and girls to enjoy in their school life and many of these I am glad to testify they have enjoyed. If their subsequent health is at fault the school could with no justice be charged with negligence.

Organized Recess Period

(*Continued from Page 35*)

easily and can be pushed to one side of the room on days that are impossible for outside play.

From the children will come suggestions of play apparatus. This will all probably have to be furnished and made by the teacher and pupils. From a nearby shop or junk pile, iron stobs or pins and old horseshoes can be collected. Children like to do this and can measure and put them where they need to be. Bottles can also be collected. Mothers will gladly make a bag and any child can fill it with beans or corn. Trees will be donated by most any parent of a community for goal posts, see-saw supports, horizontal bars, and supports; chicken wire will be given by the farmers so that it can be used for volley-ball nets. Hoes, rakes, and other tools can be brought from homes by the children. Bats and balls can be made at school. A bat trimmed from a young sapling is a very good one; sock ravels and twine make good balls; old sacks filled with sand make good bases. After these things are made this will be just about all that children need outside for play.

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inside games; the desk can also be used. Puzzles, cut pictures, stories, blocks, spools, victrola and records, colored crayons, scissors, marbles, dominoes, string, and corn cobs will all be of little expense and be very helpful in taking care of recess periods on rainy days or days too cold to be outside on the playground.

The toilet seats can be made low enough for the primary children and at the same time be suitable for the larger ones. For every twenty children there should be one stool. This can be so arranged that every child can have a chance to go to the toilet as often as is necessary. The playing can be made interesting enough so that there will be no "hanging around" at the toilets.

Drinking facilities must be satisfactory or else a problem may arise from this source. A fount in each room, or one for every two rooms, located in the hall, will prove satisfactory if each child is requested to have his own cup. If a fountain of some kind is not provided, then a bucket with a dipper for the purpose of dipping the water and pouring it in the cups can be used. Whatever the source of water, it must be in reach of every child. There is no necessity for an older or larger child to get water for the smaller children.

After an analysis such as the above of any situation, the teacher can readily see that her problem is made much more simple. A plan for the games on rainy days may have to be worked out. The interest of the children will grow in proportion to the teachers' interest. Each group with its respective teacher will have sufficient space, time, equipment, and interest without petty problems coming up, when the teachers analyze their situations and cooperate in taking care of and making the most of the possibilities of the so-called recess periods.

Some of the very definite outcomes to be expected are given:

1. More play space for every group of children, which means more freedom.
2. Elimination of discipline problems. Most of these come from children who take no part in playing. Often too, they are caused by too crowded conditions.
3. A sufficient amount of time is given to be beneficial for both pupil and teacher.
4. Individual differences of the physically handicapped child, the less active child, and the child with abundant energy can all be taken care of because there is sufficient varied equipment on the playground and in the room. The equipment is suitable for the age and size of the child.
5. The children play more at home. They have learned a large number of games and how to make inexpensive playthings.
6. Every child plays. This is true because every child feels his part in the game.
7. Pupils learn to organize games and play without the teacher.
8. Few children want to remain in during the period.
9. The teacher knows the child better. She has a better opportunity to become acquainted with the child's attitude toward other children in his play life.
10. The teacher feels better. Fresh air, sunshine, and exercise are just as important to the teacher as to the pupils.

11. There is sufficient equipment on the playground and in the room for every child to take some part in play at every opportunity.

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Progress and Hard Times

(Continued from Page 11)

present crisis upon the children of our community, the state, and the nation? Are we making an effort to cultivate a widespread interest in health and physical education in our daily contacts with students and citizens? Education is so important that it should be one of the last municipal or state enterprises to suffer if budgets must be reduced. Roads and bridges can be built tomorrow. Youth lives and learns today.

IN CONCLUSION it is essential to point out that whatever achievements result in the perpetuation of health and physical education, they will not be the task of any one man, however wise and efficient, or the work of any committee, however national in scope or distinguished in personnel. They will be made possible only by the genuine outpouring of human friendship, of cooperating one with another, of thoughtful preparation for the tasks to be accomplished, and of generous and sincere devotion to the service of education. Health and physical education is caught in the devastating whirlpool of economic retrenchment and social unrest. Sometimes it is the target of political thrusts gauged to curry favor with an uninformed constituency. Every person who has chosen health and physical education as a profession must rise to the occasion, and, imbued with the determination to move forward rather than backward, meet the opposing forces with all the energy and training he can command. Education leads to civic illumination but this fact alone fails to light the lives of those who are deprived of the opportunity for physical, intellectual, and social regeneration which lies before us.

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Case for Physical Education

(*Continued from Page 6*)

and progress. We find teachers striving to make definite changes in specific individuals rather than merely "broadcasting" programs of activity. May I stress again that this sort of thing is needed early in the system of teaching and should not be confined solely to the high school and college.

Selecting the Teacher

I DELIVERED an address similar to this to a group of educational administrators at one of our great mid-western universities. At the conclusion one of the members of the faculty of the college of education said, "Of course McCloy is talking of an ideal physical education of the future." Obviously we do not see the best in every school—in physical education or any other subject—but that educator did not realize how close to us this type of physical education is at this time. He did not know how rapidly the trend of physical education in our best training agencies today is falling into the pattern I have outlined above.

This leads me to the last part of this discussion. Not infrequently where the physical education program is ineffectual, the place for the educational administrator to look for the reason is in the mirror. When a man is employed as physical educator simply because he is a likeable fellow who played left tackle on a team that won a conference championship—though he is totally ignorant of educational psychology, of educational philosophy, of

hygiene, of anatomy, of physiology, of the principles and methods of education, of measurement in education, and of almost all of the practical techniques of physical education except the coaching of varsity football; or where a woman is employed because she is a graduate of a two-year course in gymnastics and can teach interpretative dancing and clogging beautifully—what can you expect? Today, there are many more applicants for teaching positions in physical education than there are positions. Many of these applicants are poorly prepared. The educational administrator can secure competent teachers if he will choose on a basis of thorough preparation and ability.

The teacher *should* know techniques and be able to perform and teach them adequately, but he should also be grounded in the fundamental biological, educational, and psychological sciences that will prepare him or her to guide the child's activities wisely and to assure that only benefit will come from them, not harm. The teacher should know the psychology of the educational basis for the development of the groundwork of a sound character. He should be trained in the educational side of physical education to the extent that he can use it to develop an emotionally stable pupil, so far as lies within the powers and limitations of the school situation; and he should know the fundamentals of hygiene, of healthy living, and of the best methods of health education—for physical health can not be divorced from mental health.

Furthermore, he must be able to present a physical education that in content and organization is adapted to secure the results we have outlined above, not only the physical and health results but the educational ends and emotional development desired as well. He must think in terms of the socialized individual and not in terms of a class or group alone; he must know enough of the principles and methods of the other phases of education, as to content and administration, so that he can cooperate fully with his administrator to the end that all education in the institution shall be fruitful.

And the school executive—the superintendent or the principal—when he secures such a teacher, will need to see to it that he or she is not handicapped by poor scheduling, lack of sectioning, overloading, too inadequate facilities, or by insistent demands for a winning team. And finally, the educational executive, must in the end integrate the program of physical education with that of all the rest of the school activities to assure to the pupil the best opportunity to develop a truly normal and well-balanced life.

Educational leaders need to think very soberly of physical education as one of the most essential educational activities of the schools today—not as a "frill" but as a fundamental—and also must give grave consideration to the need for an extension of the recreation program into the after-school years.

Physical education properly organized and taught is a part of life for all of youth, and a preparation for an increasingly important part of life for the adult. It is a stabilizer of the mental and the emotional life and as such its teachers should be most carefully chosen and the program developed and expanded to the point where a capable teacher *can* secure the desired results.

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Students Handbook of Archery. Phillip Rounsevelle. (A. S. Barnes & Co., 1932) 64 pages. 25c.

For those students who are interested in archery, this little book will be found to be brimful of information concerning equipment, technique, scoring, games, tournaments, etc. For the teacher it is a supplement to *Archery Simplified* by the same author.

Game Preferences of 10,000 Fourth Grade Children. Norma Schwendener. (Teachers College, Columbia University, New York, 1932) 64 pages. $1.10.

Through the cooperation of supervisors of physical education in various parts of the country, the author of this little book has been able to compile a list of games liked best by fourth-grade children, as shown by the frequency of choice. The author has analyzed the reasons involved in the choice. Her conclusions and recommendations, and the bibliography at the end of the booklet add to its value to supervisors, parents, and teachers of fourth-grade children.

Games and Game Leadership. Charles F. Smith. (Dodd, Mead & Company, 1932) 658 pages, 711 games, 180 illus. $2.50.

After some fifteen years of experience as a recreation leader and teacher, the author of this book has adequately described and charmingly illustrated some 711 games, old and new. The teacher of games will find Professor Smith's talks on the psychology of leadership most helpful. Also, the classified index, in addition to the alphabetical index, is a notable feature of the book. The library of every teacher, recreation leader, and parent should include this valuable book of games.

Fundamentals in Physical Education. Ruth B. Glassow. (Lea & Febiger, 1932) 143 pages. 34 illustrations. $1.75.

This book offers practical material for a required course in physical education for high school or college. It deals scientifically with the fundamentals of physical education, such as analysis of the factors involved in speed, strength, direction in movement, and in timing and rhythm in movement. The care and use of the body are discussed under the headings of posture, feet, menstruation, constipation, baths, setting-up exercises. An interesting health scoring plan is discussed and weight-height-age tables for girls and women are given. The information contained in the book may be taught through activities, thus using the gymnasium as an experimental laboratory.

Influence of Social and Economic Factors on the Health of the School Child. Raymond Franzen, Ph.D. (American Child Health Association, 1932) 144 pages.

This volume is the fourth monograph in the School Health Research Series dealing with an evaluation of health programs in the schools of seventy cities. In measuring the effect upon health of a school program, allowance must be made for other influences, such as social and economic forces. This book illustrates the painstaking analysis that is necessary before conclusions can be drawn. It presents data indicating the extent to which socio-economic factors influence results, and giving a description of the research techniques used.

Winning Basketball. Nat Holman. (Charles Scribner's Sons, 1932) 215 pages. $2.00.

The author of this book is a professional basketball player and for twelve years he has very successfully coached basketball at the College of the City of New York. He describes his method of coaching, analyzing moves as they relate to the player and to the team. Considerable space is devoted to plays, and for each play the proper defense is given. For the basketball player and coach, this book is invaluable.

Modern Wrestling for the High School and the College. H. Otopalik. (Chas. Scribner's Sons, 1930) 128 pages. Illustrated. $2.00.

"One of the finest things that can be said of wrestling is that boys and men of every age, size, and stature can participate in it even when they could not in other sports. . . . Wrestling has a brilliant future . . . it rivals basketball in many colleges." Following this foreword, the author tells of the improvements in wrestling under modern rules, gives helpful material regarding conditioning, advises beginners and also the experienced wrestler and coach. The technique and rules of wrestling are fully covered by the author, who has developed several Olympic wrestling champions.

Physical Therapy in Infantile Paralysis. Arthur T. Legg and Janet B. Merrill. (Reprinted from *Principles and Practices of Physical Therapy.*) (W. F. Prior Company, 1932) 88 pages.

This book describes the various stages in infantile paralysis along with the prognosis and treatment. Numerous illustrations add to the value of the book.

The Diagnosis and Treatment of Postural Defects. Winthrop Morgan Phelps and Robert J. H. Kiphuth. (Charles C. Thomas, 1932) 180 pages. $4.00.

Beginning with evolutionary influences on the upright position of man, this book then deals with environmental influences, describes and illustrates normal posture and body mechanics, discusses posture examinations, tells of the place of posture work in physical education, describes and illustrates corrective exercises. Then there is a chapter on statistics, followed by a summary of results, and a good bibliography. The study has been made with men only, yet the book will be found useful to all interested in corrective work.

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